

Sierra Educational News

Official Journal of
California Teachers Association

Index to Volume 38 1942

ROY W. CLOUD
State Executive Secretary
155 SANSOME STREET, SAN FRANCISCO



PUBLISHER'S BINDING

Sierra

EDUCATIONAL NEWS



These four California young folks are exactly the same age. The physical differences are dramatically apparent. Similar differences exist in the mental patterns. The California public school program is designed to serve all. See Page One.

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CALIFORNIA TEACHERS ASSOCIATION



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SIERRA EDUCATIONAL NEWS

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TRAVEL SECTION



BEFORE SKIING

*Private Arnold Fawcus, Yosemite Winter Club; 15th Infantry,
Fort Lewis, Washington*

MANY people are writing about skiing — where you should ski, how you should ski, chiefly how you should not ski; but as the winter approaches and after listening to many pre-season ski discussions, I have become convinced that there is a subject equally as important as skiing which should be given the most careful consideration. This is "Before Skiing" — the whole anticipation and preparation for the coming tribulations of skiing itself.

In the first place, from May to December skiing should not monopolize your dinner conversation, even when you have dull non-skiing guests. After October it is permissible, but it is not really socially correct until January 1. Also it is wise first to acquaint yourself with the relative skiing ability of your audience before launching forth on your own prowess. In general, however, anything is permissible in pre-season ski talk providing it is sufficiently extravagant to hold the interest of your listeners.

Physical Preparation

Next there is the problem of your physical preparation for skiing; by physical I mean your flesh and bones, not merely outer garments and skiing equipment. What will cause you most trouble will be the weakness of your muscles, the failure of your wind and the lack of proper equilibrium. This is something of a dilemma. There are people who take their preparatory

training very seriously. Daily they say to themselves, "Is it worth it?" The answer is "Yes" — with certain provisos.

Often I am asked if, as a part of training, smoking should be given up. Smoking is very harmful. Since I have been in the Army, and owing to the fact that my two best friends are chain smokers, I have found it more economical to give up smoking; but it has been a grave hardship. Smoking is bad for skiing and should be given up on December 1.

You should prepare yourself for

skiing. On the 1st of December annually I set aside 15 minutes before retiring for skiing exercises. There are certain muscles, not usually exercised in other sports, which are continuously and strenuously used in skiing. These should be developed and toned up before the season starts; in all seriousness this is very important. It is the surest way to prevent minor sprains and accidents at the beginning of the season. Also if these muscles are in good shape you will avoid all that inconvenient stiffness and it will take you less time to get into your stride.

For beginners these exercises are indispensable. Either purchase a recommended ski text with a list of these exercises or ask some conscientious skiing friend, or better still attend the calisthenics classes given by some ski clubs. Skiing is the universal sport; all ages and both sexes find it equally enjoyable and at first equally difficult. If you do not find much opportunity for sports during the summer, try at least to do some hard walking or some swimming before the skiing season starts. Skiing is very strenuous. Your skiing vacation will be even more en-

A trio of skiers at Glacier Point, overlooking the high Sierra; Mr. and Mrs. Jack Norcross of Los Angeles and Arnold Fawcus



joyable if you are already in good physical condition.

FOR beginners ski clothes are a serious problem. The best advice I can give them is to pester their skiing friends until they can find out exactly what they should purchase and what they should avoid. In general, a waterproof gabardine suit, some light woolen socks, leather gloves and a really good pair of boots are the essentials. A parka with a hood is always useful. Woolen or fluffy materials should not be worn on the outside as they collect the snow. Do not buy heavy clothes.

A pair of optically-ground sun-glasses is an important part of every skier's equipment as snow-reflected rays can be harmful to the eyes.

Ski boots are perhaps the most vital item. They should be of high quality leather, cut so that the lacing reaches close to the toes. Be sure they fit well. How will you know? They should hurt you at first. Do not worry about this as the pain will not last more than a few days. Never put oil on your boots to soften them as they should not be soft; ordinary boot polish or a waterproof boot wax is recommended. Always keep shoe trees in your boots. Ski boots are for skiing—not walking; walking will ruin the most expensive boot.

Once you have decided you like skiing and intend to take it up seriously, it is wise and in the long run economical to buy the best clothes and equipment available, regardless of cost. This is a golden rule. It is probably best for the novice to rent skis at the start, if only for the reason that he will be so envious of his friends who have skis of their own that he will take the trouble to find out why their skis are so much better than his rented ones. This knowledge will always be useful to him; and he will soon decide to purchase a pair himself.

Before buying skis it is well worth getting really expert advice. Skis should neither be overly long, nor too short, but, if anything, slightly on the short side for beginners; they should not be warped, nor should they have too much or too little camber. Straight or bottle-grain are equally good. Watch out for knots in the wood and for wood that is too soft. These are a few of the things to keep in mind when purchasing skis.

The purchase of ski poles is a less complicated affair. Steel sticks should be avoided unless they are of the highest

quality. Split-cane sticks are perhaps the most serviceable of any on the market; they should be a little shorter than was previously fashionable, but this is largely a matter of personal taste.

Next on the list of "before skiing" items is the grave problem of "where to go." There are many resorts from which to choose. Yosemite National Park is my home ground so I am naturally prejudiced. There are many things I like about Yosemite; I like the towering cliffs of the Valley—the valley resting so peacefully below, the cliffs upright and frightening; I like to ski with this inspiration, with the whole panorama of the Sierra, its distant peaks and untracked snows spread out before me, all of it aloof from sordid cities.

I like to lunch in the sunshine on the porch of the Ski House at Badger Pass and to watch the ski instructors lead their classes down the "big hill." I like to tour

over to Ostrander Lake Ski Hut or to Glacier Point and to sit around there in the evening discussing skiing after much too big a dinner. Especially I like to think of these things now that I am in the Army. I am writing this article on my typewriter late at night in camp at Fort Lewis. But now I must return from dreams.

IN the West, Sun Valley, Mt. Rainier and the Norden area all offer magnificent skiing, but in my opinion they lack the charm of Yosemite. The Park's skiing possibilities are just now beginning to be realized. Last season two new rope-tows were built near Badger Pass and a commodious ski-hut was constructed at Ostrander Lake. Every year more skiing fields are being opened up to enthusiastic skiers. The runs at Yosemite—Rail Creek, Strawberry and the rest—are good though not

With nearly three-quarters of Yosemite Park at an elevation of 7,000 feet and higher, the ski terrain is almost limitless. It varies from wooded trails to open slopes, such as those pictured below





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so long nor so steep as the Sun Valley runs. Other features which bring Yosemite "regulars" back year after year are the Ski School, directed by Luggi Foeger; the activities of the Yosemite Winter Club — its tests and races, its weekly ski tours and parties; and its world-famed mountain scenery.

By the time this article reaches the reader there will be snow in the mountains; those months of waiting — "before skiing" — will be over. Here in the north it is winter already or it seems so when they pull us out of bed for "reveille" at 5 a.m.!

A last word of warning before you go skiing: When you carry your skis from the ski-room out to the snow it will only take you a few seconds to strap them together with a dime strap. If anything, skis are more clumsy off the feet than on; if you keep them strapped together there is some chance that you will not knock someone on the head. If everyone were to keep his skis strapped together when carrying them, there would be fewer "before skiing" accidents.

* * *

Eugene Field Society, national association of authors and journalists, has its national headquarters at 2826 Spruce Street, St. Louis, where he lived while editor of the old St. Louis Journal; some of the poet's best known works were written in this house. The Society was organized in 1937; John George Hartwig is national president.

LIFE BEGINS ANEW

FOUR ELDERLY* SOUTHERN CALIFORNIA WOMEN TOUR THE UNITED STATES, TRAVEL TEN THOUSAND MILES AND COME HOME GOOD FRIENDS!

Edith A. Green, Santa Monica

SOME teachers seem to be sad when contemplating retirement, thinking life will no longer be interesting and so . . . the end. But believe me . . . one who has retired . . . life begins anew at retirement!!

In April of this year, two Los Angeles retired teachers and two other ladies of like inclinations pooled their resources and started from Los Angeles in an automobile for far and interesting places.

The vast open spaces in our own California, in Arizona, New Mexico and southern Texas were passed, over fine paved roads, with comfortable auto courts when and where we needed them. One gets a broader view of life in the great wide breathing places in our land. We were fortunate to travel through the desert when it was in bloom. Just miles and miles of flowers of many hues.

Our road took us past the great Coolidge Dam where a great lake several miles long furnishes water for many acres.

Near Deming, New Mexico, we encountered our first unpleasant weather — the wind carrying clouds of red dust and sand. At the Great Divide the dust was so dense we drove very slowly, as did everyone, with lights turned on at noon time. We were glad to reach El Paso and an adobe cabin which kept out the dust and the roar of the wind. Next morning was quiet and sunshiny and we went on our way rejoicing.

Our route followed the Rio Grande to Port Isabel at its mouth. There are few towns on this highway as the country is made up of cattle ranges. The Pecos River, which flows into the Rio Grande, was crossed on a very high bridge. The River gorge is well worth seeing.

The cattle rangers, about the only

people we saw here, certainly looked the part they're supposed to fill. We hoped to hear one of them sing as Gene Autrey does but we didn't!

We traveled from El Paso to San-derson in one day, about 300 miles, from there to Laredo on another day, also 300 miles. Then about 200 miles to the beautiful Mission Valley in the extreme southern part of Texas. This valley looked familiar to us Southern Californians with its many citrus groves — mostly grapefruit — packing houses and palm trees. Their best fruit had been shipped to market. The last of the grapefruit was being trucked to the juicers. Much of our canned grapefruit juice comes from there. To my surprise we saw few Negroes but many Mexican workmen.

At Donna, Texas, we encountered the first of the real Southern hospitality. One of a well-known family lived here and entertained us at her country home in a citrus grove. This valley has been developed during the last 15 years. Everyone we talked to seemed busy and happy. We next went to Brownsville, Texas, and across the Rio Grande bridge to Matamoros, Mexico. We visited the market, a pleasant experience.

Resuming our journey we followed the Texas east coast. To a person living in Southern California, this route seems very watery with the highway on a causeway several miles long and bridges two miles long. We were in the rainy season. We left Corpus Christi just in time, as the six inches of rainfall there closed the causeway for some time.

In Galveston and Houston we were again to experience delightful Southern hospitality. Houston has many beautiful homes. Many were of the old South and many as new and beautiful as any in our own state.

We next visited Louisiana, land of bayous and cotton. Again we were

* The youngest, age 65, the eldest, age 81.

entertained by friends of one of our group.

From New Orleans we drove to the extreme northern part of Mississippi. I was surprised to see so much wasteland in central Mississippi. We were again entertained beautifully in Holly Springs at a beautiful home in beautiful setting. Leaving here we journeyed across northern Mississippi and Alabama through the Blue Mountains, the Smoky Mountains and the Cumberland. An interesting historical place was Lookout Mountain in Tennessee from which we could see into five states. The Tennessee River winds and winds and has dams which furnish power for this great valley. Chattanooga at the foot of Lookout Mountain and Muscle Shoals Dam with its large Wilson Lake are seen.

We next wended our way to Newport and Yorktown and crossed Hampton Roads in a ferry. Fort Monroe still has a moat. We stopped many times to read the monuments along the way. Jamestown, Virginia, was visited as well as Williamsburg. Our forefathers evidently lived very well in the first capital of Virginia.

While here a kind lady who lives in Washington, D. C., told us of an autocourt sponsored by the District of Columbia. This helped us to decide where to stop as we'd heard how impossible it was to find hotel accommodations there. We were very comfortably housed. Of course we did the usual things in Washington, D. C., going in a directed tour to the places of interest.

In New York City we found another school friend, living on Long Island, who knows and loves her New York. She certainly is a grand person, driving for us all about Long Island as well as New York City from the Ghetto to Columbia University, stopping for us to shop on Fifth Avenue.

From New York to Boston is a most beautiful highway with a wonderful park almost all the way. In Boston we stopped in a tourist home and enjoyed it. We let the sightseeing car take us all about.

From here we started West, going

through the beautiful Berkshire hills on our way to Niagara Falls, across into Canada, then back to U.S.A. and traveled around the Lakes through Erie, Pennsylvania, and on to Chicago, stopping there a short time. Then to Des Moines, Iowa. We encountered many rain-storms with much thunder and lightning.

St. Joseph and Kansas City were next where we renewed acquaintances of past years. The rains had caused the rivers to overflow, but we finally turned to south Nebraska where the floods were no longer a menace. We finally reached Cheyenne, Wyoming, and then Salt Lake City where we stayed a few days, then to Bryce, Zion and Grand Canyons, and on to Boulder Dam, and so on home.

California surely looked good to us. I love our great deserts. We traveled 10,000 miles in 2½ months, arriving home very happy and surprisingly not tired, as we rested on the way, not having to arrive at any special time thanks to our retirement.

We're proud of our great Republic with the same kind of Americans everywhere.

* * *

World Federation

Paul Monroe, President, World Federation of Education Associations

AT a joint meeting of representatives of Canadian Teachers Federation and of American members of board of directors of World Federation of Education Associations, held in Montreal, it was voted to hold a meeting in Montreal, Canada, July 8-10, 1942. A local committee was appointed to make plans for the entertainment of attendants at this meeting and to assist in preparing a program for the sections of the World Federation.

In extending a written invitation to the World Federation of Education Associations, C. N. Crutchfield, secretary-treasurer of Canadian Teachers Federation, and speaking for them, writes:

"It is the least that we teachers on this side of the Atlantic can do is to keep the torch of freedom burning through our sup-

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port of the one Federation which represents the teachers of the world. We teachers of Canada feel that there will be a great need for a World Federation after the present disastrous war is won by our allies. The teachers of the devastated areas will be looking to us for leadership, and if we really have faith in Democracy as a living pulsating force, we should unhesitatingly give that leadership when the necessity arises."

As plans for this forthcoming meeting progress further announcements will be made.

TENTH ANNUAL

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38,294 MEMBERS

BAY SECTION
MEMBERSHIP — 10,988
BAY SECTION COUNCIL
107 DELEGATES ELECTED BY
MEMBERSHIP
BAY SECTION OFFICIALS ELECTED
BY COUNCIL —
1 PRESIDENT
1 SECRETARY
1 CLASSROOM REPRESENTATIVE
37 REPRESENTATIVES TO
STATE COUNCIL
TOTAL 40 STATE COUNCIL MEMBERS

CENTRAL SECTION
MEMBERSHIP — 3,880
CENTRAL SECTION COUNCIL
32 DELEGATES ELECTED BY
MEMBERSHIP
CENTRAL SECTION OFFICIALS
ELECTED BY MEMBERSHIP —
1 PRESIDENT
1 SECRETARY
1 CLASSROOM REPRESENTATIVE
43 REPRESENTATIVES TO
STATE COUNCIL
TOTAL 16 STATE COUNCIL MEMBERS

CENTRAL COAST SECTION
MEMBERSHIP — 1,268
CENTRAL COAST SECTION COUNCIL
33 DELEGATES ELECTED BY
MEMBERSHIP
CENTRAL COAST SECTION OFFICIALS
ELECTED BY MEMBERSHIP —
1 PRESIDENT
1 SECRETARY
1 CLASSROOM REPRESENTATIVE
5 REPRESENTATIVES TO
STATE COUNCIL
TOTAL 8 STATE COUNCIL MEMBERS

NORTH COAST SECTION
MEMBERSHIP — 603
NORTH COAST SECTION COUNCIL
36 DELEGATES ELECTED BY
MEMBERSHIP
NORTH COAST SECTION OFFICIALS
ELECTED BY MEMBERSHIP —
1 PRESIDENT
1 SECRETARY
1 CLASSROOM REPRESENTATIVE
3 REPRESENTATIVES TO
STATE COUNCIL
TOTAL 6 STATE COUNCIL MEMBERS

NORTHERN SECTION
MEMBERSHIP — 3,268
NORTHERN SECTION COUNCIL
45 DELEGATES ELECTED BY
MEMBERSHIP
NORTHERN SECTION OFFICIALS
ELECTED BY MEMBERSHIP —
1 PRESIDENT
1 SECRETARY
1 CLASSROOM REPRESENTATIVE
11 REPRESENTATIVES TO
STATE COUNCIL
TOTAL 14 STATE COUNCIL MEMBERS

SOUTHERN SECTION
MEMBERSHIP — 10,287
SOUTHERN SECTION COUNCIL
250 DELEGATES ELECTED BY
MEMBERSHIP
SOUTHERN SECTION OFFICIALS
ELECTED BY MEMBERSHIP —
1 PRESIDENT
1 SECRETARY
1 CLASSROOM REPRESENTATIVE
61 REPRESENTATIVES TO
STATE COUNCIL
TOTAL 64 STATE COUNCIL MEMBERS

CALIFORNIA COUNCIL OF EDUCATION

161 DELEGATES

ELECTED BY SECTIONS	EX OFFICIO DELEGATES	STATE SUPERINTENDENT OF PUBLIC INSTRUCTION	1
BAY SECTION DELEGATES	40	PRESIDENT CALIFORNIA COUNCIL OF PARENTS AND TEACHERS	1
CENTRAL SECTION DELEGATES	16	STATE COLLEGE REPRESENTATIVE	1
CENTRAL COAST SECTION DELEGATES	8	STATE EXECUTIVE SECRETARY C.T.A.	1
NORTH COAST SECTION DELEGATES	6	AFFILIATED ORGANIZATIONS	9
NORTHERN SECTION DELEGATES	14		
SOUTHERN SECTION DELEGATES	64		
TOTAL	143	TOTAL EX OFFICIO DELEGATES	10

CALIFORNIA STUDENT TEACHERS ASSOCIATION
MEMBERSHIP — 1597
IN TWENTY-FIVE TEACHER TRAINING INSTITUTIONS OF CALIFORNIA

BOARD OF DIRECTORS
Elected by the State Council Upon Nominations of Sections

BAY SECTION	2
CENTRAL SECTION	1
CENTRAL COAST SECTION	1
NORTH COAST SECTION	1
NORTHERN SECTION	1
SOUTHERN SECTION	3
TOTAL DIRECTORS	9

STATE EXECUTIVE SECRETARY
ASSISTANT SECRETARIES AND STAFF
APPOINTED BY STATE EXECUTIVE SECRETARY
WITH APPROVAL OF BOARD OF DIRECTORS

1. Membership 1941 — 38,294.
2. There are six geographic Sections.
3. Each Section elects its own officers and Section Council members.
4. Each Section independently conducts its own business.
5. The State Council of Education determines policies and procedures.
6. Each Section elects its representatives to State Council.
7. Section President, Secretary and Classroom Teacher delegate are members of the State Council.
8. Nine state-wide teacher organizations are affiliated, with one representative each on the State Council.
9. Board of Directors is the governing board. Directors are nominated by Sections and elected by State Council.
10. The President of CTA is the Chairman of the Board of Directors.
11. The State Executive Secretary is elected by Directors.

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*
 ROY W. CLOUD *State Executive Secretary*
 VAUGHAN MACCAUGHEY *Editor*

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JANUARY 1942

NUMBER 1

SECRETARY'S REPORT

SEMI-ANNUAL REPORT OF THE STATE EXECUTIVE SECRETARY OF
 CALIFORNIA TEACHERS ASSOCIATION — DECEMBER 6, 1941

Roy W. Cloud

To the Members of the State Council of
 Education — Greetings:

IN presenting my semi-annual report I do so with a feeling of deep appreciation for the wholehearted cooperation which has been accorded me as secretary of your organization.

During a legislative year, in which problems of great significance to the profession have engaged the thought and consideration of various groups, and at a time when general unrest prevails throughout the world, when a world war is raging in Europe and Africa, and when a terrible undeclared war is devastating great areas in the Orient, it is indeed heartening to know that here in California our Association has not been appreciably injured by conflicting groups.

This is the first meeting of the State Council since the close of the State Legislature. Reports of our legislative program have been so fully outlined in letters and in Sierra Educational News that little more need be said at this time. I do wish, however, to comment briefly upon some of the matters which were before the Legislature.

First of these is retirement. I shall not

discuss here the reasons why we were not able to secure the passage of a retirement bill. Because of the present condition of the retirement system, it is absolutely necessary that some legislation be enacted at the next session of the Legislature to protect the interests of those teachers who have already retired, the great group of teachers who are now in the service, and the larger body of teachers who in the future will become members of the California State Teachers Retirement System.

For several years past when retirement was under consideration, Ralph R. Nelson, who is employed as a consulting actuary by the State Board of Education to study, evaluate, and direct the present retirement system, has most generously cooperated with California Teachers Association in its study of retirement matters. As I have stated above, Mr. Nelson is employed by the State Board of Education. Certain members of that Board are not friendly to California Teachers Association. Our Association Board of Directors decided that it would not be fair to Mr. Nelson to ask him to prepare material for a new retirement proposal.

The Board of Directors requested me to employ the firm of Coates and Herfurth to prepare the material which our Association may present to the Legislature at the session of 1943. While there are several reputable practicing actuaries in California, Coates and Herfurth is the only firm of consulting actuaries on the Pacific Coast. Each of the members of this firm has an excellent reputation in the field of actuarial practice. We are fortunate in having the

services of Mr. Coates and Mr. Herfurth in guiding our Committee and the Association in our endeavor to find a satisfactory solution of this perplexing problem.

While efforts were made at the last session of the Legislature to make the California teacher tenure law more acceptable to boards of trustees by the passage of two bills which amended the law and are now included in the School Code, I realize that tenure is still a vexing problem in a number of sections of California. I may have no right to make such an assertion, but I do believe that if teachers and administrators alike would support the law and would work with their boards of school trustees, it can be shown that tenure can work and that it will work satisfactorily.

Services to Childhood

Just at present there are other matters of much graver import which are facing our schools and which should compel everyone connected with public education in California to present a united front for the welfare of the youth of the state. The huge sums which are now and which will be collected as taxes by the State of California, its various subdivisions, and by the Federal government in our State, are of such magnitude that it behooves everyone in our ranks to demand that there shall be no reduction of services to childhood and youth. The rising cost of living, the decreasing purchasing-power of the dollar, the stationary fixed salaries of teachers which cannot be changed during the year, demand that those who are engaged in educational work in this State shall be able to meet their various obligations.

It is a startling fact that out of 2,000,000 men called in the United States before local selective draft boards, approximately 142,000 were rejected because they had not completed a fourth grade education in this

land of the free. It is also a startling fact that a great additional number of these selectees were rejected because of physical defects which might have been corrected had the schools of the nation been able to perform the functions which should have been theirs.

It should be a matter of deep concern to everyone connected with our schools to see that no reductions are made in school support. It should be our duty to see that more and continued services shall be rendered and that those who render these services shall be adequately paid.

State Board Resolutions

On July 12, at a meeting of the State Board of Education, a member of that Board who is a retired teacher moved that California Teachers Association should not be allowed to collect dues in the public schools of the State. This motion was seconded by another member who is an active teacher in a California junior college. The motion did not actually name California Teachers Association, but the maker of the motion did spread the information quite consistently that California Teachers Association was the only organization to which the resolution referred. The resolution was adopted by the State Board of Education. Honorable Earl Warren, the Attorney General of California, when appealed to by a County Superintendent of Schools, ruled that this resolution was discriminatory and void.

A second resolution, also adopted by the State Board of Education on the same day as the preceding, may become operative. It has to do with the placement of teachers. I believe that the State Board of Education does not know very much about California Teachers Association and does not care where memberships in the Association are written. I believe that most of the members of the State Board of Education do not care how teachers get their positions when they are looking for jobs. But yet members of the State Board approved these resolutions. I believe that someone else other than members of the State Board of Education was responsible for the introduction of these two resolutions.

SEVERAL matters of national importance must be considered at this or at some time in the immediate future.

There are two similar amendments to the Hatch Act before Congress. They are

S. 1988 Hatch and H.R. 5891 Gavagan. The Hatch Act was enacted to prevent pernicious political activity on the part of public employees. There have been a number of interpretations of parts of this act. It now appears possible that any State which receives Federal funds may come within the meaning of the various provisions of the act. The teachers of California cannot and should not be deprived of their rights to act as citizens whenever any matter of civic import is under consideration. If the Hatch Act does include all of the teachers of California, because the Federal Government contributes approximately one per cent of the cost of education in this state, then it should be our duty to cooperate with the National Education Association in an endeavor to have that act changed.

Social Security

Social Security is another Federal proposal which should give teachers of California more than passing concern. Several proposals have been introduced in Congress within the past few months to amend the Social Security law. These are known as:

1. H.R. 1092 by Lesinski, which would require all employees including school teachers to be covered. Employees of State or school districts would have to pay Social Security taxes. These, of course, would be matched by the employer.

2. H.R. 4882 by Healey, would require coverage of most occupational groups not now covered, except public employees now covered by pension plans.

3. S. 670 by Walsh, would require coverage of employees of educational and charitable organizations, professors in private colleges, and all employees of non-profit private organizations.

4. S. 1932 by Senator Downey of California, would grant \$20 monthly pension at age 60 to all persons not now covered by Social Security, this amount to be increased to \$30 in 1944. It requires a payment of 3% of employees salaries. Public agencies would not be required to make payments for their employees.

would make it possible for states or subdivisions such as school districts voluntarily to place public school teachers under old age and survivor insurance. School districts might or might not include employees now protected by a local or state retirement plan.

Copies of all House bills can be obtained from House Document Room, Washington, D. C. All Senate bills referred to may be obtained from Senate Document Room, Washington, D. C.

Some of these proposals, if enacted, might have serious consequences so far as local and State teacher retirement systems are concerned. It should be our duty to keep the National Education Association informed of our desires and to communicate

with our Congressmen indicating the attitude of the teachers in California.

Pending in Congress at the present time is S. 1313, which seeks to provide Federal aid to the states for education in defense areas, to give assistance to certain states in proportion to their needs, to meet the requirements of the Supreme Court decision respecting the salaries of negro teachers, to provide education for the children of migratory workers, and to provide schools for the children of Federal employees residing on Federal properties.

Under another law of Congress, the Lanham Communities Facilities Act, funds have been made available to provide buildings and income for current operating expenses of schools in the areas of defense activities. These funds are administered under the authority of the Public Works Administration. Any Federal grant to the school systems of the various states should be allocated by the Federal Office of Education and the expenditure of the funds within any state should be directed by the educational officers of that particular state. It should be our duty to interpret to our representatives in Congress the fact that education is a state function and that any assistance rendered by the Federal government should be under the complete control of the State public school authorities.

AGAIN may I call your particular attention to the fact that in 1942 it is estimated that approximately \$800,000,000 will be collected by the Federal government from the people of California. During 1940 our State, for all of its taxing units, collected approximately \$700,000,000 in taxes. It is probable that at least that amount will again be collected in 1942. Thus the 1942 budgets, Federal, State, and local, will probably reach the all-time high of over one billion five hundred million dollars. It is not to be expected that the people of the State will cheerfully contribute these large amounts.

More Money for Schools

The Director of Finance, the Controller, and other State officials who know the financial conditions of our State have indicated that the State income is now greatly in excess of the expenditures. The taxation structure of the State is reasonably equitable and fair. Now that the deficit which formerly faced California has been removed, I believe that it is time for California Teachers Association to endeavor to secure larger appropriations from the State for public education.

For several years a member of this Council, Albert Colton of Oakland, urged that the Association endeavor to secure additional State funds for elementary

schools. Mr. Bardarson and his Committee on Financing Public Education gave the proposal much study and thought, but the plan was not made part of the Association's legislative program because of the deficit which existed in the State Treasury.

Now that that deficit has been removed, I believe it should be our earnest endeavor to augment State elementary appropriations so that our elementary teachers may receive salaries commensurate with their services; salaries which will be of such nature that we may have the right to try to induce young men and young women to enter teaching as a profession. It seems to me that now is the proper time for such an expansion of our program.

We are proud of the work of the teachers of California. They have given most excellent service, often under adverse conditions. We believe that the teachers of this State are doing an excellent job and that they are in every way deserving of the confidence which the people of the State have placed in them.

For the past three years California Teachers Association has initiated and maintained Consulting Groups which have studied matters of prime importance to the schools of California. This year, under the continued direction of Arthur F. Corey, the problems considered are of direct and immediate concern to all school people. The first two studies covered the general field of teacher retirement. The reports by the Consulting Groups on this study are being used by the actuaries and the State Retirement Committee. Another of the studies outlines school support and a general study of taxation. I hope that as many as possible of the members of California Teachers Association will attend and take active part in these various discussion groups.

And now as the closing portion of my report, I wish to thank the members of the State Council of Education, the members of the Board of Directors, the Section of Officers, and all of those with our headquarters staff for the help and assistance they have so freely given me.

relationships of federal, state and local agencies in educational matters, and the encroachment of federal agencies upon local school control. He invited everyone to send to State headquarters detailed reports upon specific local situations. He also discussed phases of education relating to the development of better types of training for the national service.

Dr. Frank N. Freeman, dean, School of Education, University of California, Berkeley, extended greetings.

The State Executive Secretary presented his semi-annual report (appearing elsewhere in this issue) which was accepted.

Louise Beyer, chairman of the Retirement Committee, reported as follows:

THE Committee in its first meeting has tried to follow sound retirement principles. It has been guided by the trends of teacher-opinions as indicated by the reports from the studies of the CTA Consulting Groups. At present, no final reports are available from these studies but the committee will continue to consult them as an expression of teacher thinking.

The committee members are aware of the fact that many problems have not been touched but they have attempted to take the necessary preliminary steps.

In accepting the progress report no Council member is committing himself to any one plan or set of figures. It is not the committee's idea that it will be the only plan considered, but merely the first as having possibilities. Every item in the statements presented was voted upon and unanimously carried by the committee. We hope that it is a good omen.

Since the report involves expenditures of money, it must also be passed upon by the Board of Directors.

The Retirement Committee met Friday morning, December 5, at 9:30 a.m. Arthur F. Corey gave a summary of the trends of teacher-thinking, as indicated by the reports sent in from the CTA Consulting Groups. Barrett N. Coates, actuary, commented on the various issues that were raised.

Reports of Retirement Committees of Northern, Central and Bay Sections were accepted by the Retirement Committee.

After much discussion of the problems involved, it was moved that a sub-committee of six be appointed by the Chair, to meet at a luncheon-meeting to formulate some policies of action that could be presented to the entire committee at 3:30 p.m. of the same afternoon for their approval. The Chair appointed Henry I. Chaim, Beulah B. Coward, Willard Engvall, Rex H. Turner and Mrs. Laurel O. Knezevich.

This sub-committee presented statements as embodying the thinking of the entire committee. These statements as amended by the entire Committee are:

1. That one proposal could be:
 - a. To stabilize the permanent fund, teachers will continue their present contri-

CTA ANNUAL MEETING

DIGEST* OF SEMI-ANNUAL MEETING, CALIFORNIA TEACHERS ASSOCIATION
STATE COUNCIL OF EDUCATION, LOS ANGELES, DECEMBER 6, 1941

Roy W. Cloud

CALIFORNIA Teachers Association held the semi-annual meeting of its Council of Education at the Biltmore Hotel Los Angeles, December 6, 1941, opening with the Salute to the Flag, led by Mrs. Pauline Merchant. President John F. Brady then called the meeting to order.

Application of California Scholarship Federation for affiliation with CTA was confirmed. Mrs. Ina V. Smith, president of that organization, was welcomed by President Brady as a regular member of the Council.

President Brady, in a brief inspiring message, urged that CTA memberships be maintained and increased.

Mrs. E. K. Strong, president of

California Congress of Parents and Teachers, addressed the Council, stressing the close bond between the two organizations. She pledged support and unity in working for the children of California.

F. L. Thurston spoke of prominent Association members who had died since its last meeting.—J. A. Cranston, A. N. Wheelock, W. L. Stevens, Charles E. Keyes, Leo Baisden, Frank Lord, Walter Schlein. The Council then observed a one-minute period of silence and at the close of the afternoon session, adjourned in their honor.

Sam H. Cohn, Deputy State Superintendent of Public Instruction, extended greetings of the State Department of Education.

Dr. John A. Sexson, who is recovering from a serious accident, was greeted by applause, everyone standing. As chairman of California Educational Policies and Plans Committee, Dr. Sexson reported upon the work of that group. He discussed the inter-

*Complete minutes, with committee reports in full, may be obtained by addressing the Association state headquarters at 155 Sansome Street, San Francisco.

bution and the public underwrite the balance to guarantee \$50 per month.

b. That increases in the amount of future retirement allowances over \$50 should be financed from teacher contributions.

2. That the actuary be asked to prepare approximate cost figures on the basis of various total retirement allowances per month such as \$60, \$75, and \$100, assuming that the \$50 were guaranteed as above.

3. That any plan should be based on the principle that the new teachers and the public share the total costs in approximately equal amounts.

It was moved and carried that the Chairman be instructed to appoint two sub-committees, one in the North and one in the south, to study the retirement problem and that another general meeting of the entire Committee be held before the April meeting of the Council.

The above report was adopted by the Council.

Barrett N. Coates, consulting actuary, who is to prepare a retirement bill for the 1943 Legislature, spoke briefly.

Thelma Missner, chairman of Special Tenure Study Committee, reported that her group, a fact-finding body, contacting the teaching profession and lay groups throughout the State, will make its findings avail-

able to the regular Tenure Committee for further consideration.

Pansy Jewett Abbott, chairman of statewide committee for American Association of School Administrators, urgently plead for 1,000 members from California for the convention.

Roy E. Simpson, chairman of Certification Committee, presented his committee's report on the proposed regulations, recently prepared by the State Division of Credentials. His committee unanimously approved the regulations in principle, with the suggested changes offered by the committee. His report was accepted.

California School Lands

Frank M. Wright, chairman of Committee on Public Lands, reporting for his committee, recommended that a study be made of the entire subject of California school lands and the funds derived therefrom. His excellent 3-page mimeographed, factual report on California School Lands may be obtained from CTA State headquarters. His report was accepted.

A. J. Rathbone, chairman of the Tenure Committee, reported (1) continued agreement on the desirability of extending tenure to all teachers; (2) collection of data from school districts which have reported unsatisfactory teachers and what these districts are doing to constructively correct the condition. His report was accepted.

OTTO W. BARDARSON, chairman of Committee on Financing Public Education, reported as follows:

WE had a full representation of committee members plus a number of interested visitors present. The discussion revolved chiefly about the question of increased State apportionment to elementary schools.

It has long been felt that the needs of the elementary school were imperative and should receive first consideration in any request for additional State apportionment. The result of such a proposal, if enacted into law, would be to decrease the size of classes, improve educational facilities, support a better salary-schedule, serve as an equalization factor, and in other respects promote the educational welfare of the state.

At this time when we are so deeply concerned with external national defense, it is well for us to bear in mind that there is at present no agency through which the safeguards of our internal welfare can be so adequately administered as through our system of free public education.

Peter H. Snyder, chairman of a sub-committee, submitted a questionnaire which will be sent to a cross-section of school districts to provide data bearing on this question. Dr. Staffebach pointed out that rising costs, and the present healthy condition of state finances justify a greater diversion of sales-tax revenue to the support of the elementary schools.

Mr. Bachrodt's motion that this questionnaire be sent to a selected group of city and rural schools for a sampling of opinion and information, was carried. It was further carried that Dr. Staffebach assume responsibility for the mailing of the questionnaire and that the Board of Directors finance this study.

California Student-Teachers Association delegates at the Los Angeles meeting. (left to right) Front Row: Dorothy Munson (Redlands), Ruth Andrews (UCLA), Joan Loosli (San Diego), Beatrice Bourke (San Diego), Harriet Gould, out-going president (Fresno), Margaret McDonald (San Jose), Virginia Edwards (La Verne), Marian Goss (Humboldt), Dorothea Lepick (Occidental). Back Row: Alice Graham (Santa Barbara), Arthur McArthur (Stanford), Willard Leeds (Stanford), Gordon Eby (California), Eugene Debrecht (Stanford), Harold Douglass (Chico), William Matlin, in-coming president (UCLA), Frank Massey (California), Cyril Orly (San Francisco), Thomas Papich (UCLA), Melvin Gholz (College of Pacific), Trent Bessant (Santa Barbara), and Florence Barulich (San Francisco)



Mrs. Ardella Tibby moved that the committee give favorable recommendation to the proposition that State apportionment be increased from the present amount of approximately \$60 per year per pupil in average daily attendance to an amount approximately equal to \$80 per year per pupil in average daily attendance; that the Board of Directors place this proposal on its agenda and report its opinion to the State Council in April; and that the Legislative Committee formulate the draft of a bill embodying this proposal for presentation at the April meeting. As nearly as the Chairman could determine, the motion carried with the unanimous endorsement of the committee members.

The motion was carried that a sub-committee of Five formulate a bill as a Constitutional Amendment for presentation to the Finance Committee in April, this committee to work in collaboration with the sub-committee headed by Mr. Snyder and with the Legislative Committee. Mr. Cornick, Mr. Sorem, and Mr. Simar have been appointed to serve on this committee; the others will be appointed later.

There was a strong feeling that the appropriate time for the determined introduction of this proposal was approaching. Every effort should be made to provide for California's elementary schools by its enactment.

It was further carried that the Sub-committee of Five continue the study of the problem of equalization, presented by Dr. Staffebach, and cooperate with Mr. Snyder's committee, which will continue with a study of the main proposal.

The committee reiterated its support of the measure to provide State support of kindergartens.

The committee requests that CTA Board of Directors finance a friendly suit in some district to clarify the present legal provision that school districts may provide transportation for private school pupils.

His report and its proposals were accepted.

LUCILE BATDORF, chairman of Committee on Induction into Citizenship, reported the request of her committee to publish and distribute 500 pamphlets to native-born young citizens throughout the state, for the purpose of determining the response to be expected to a new-voter training program; that a conference be called during the February convention in San Francisco for the purpose of coordinating those agencies actively interested in the new voters; also, that the name of the committee be changed to the Committee on New Voter Preparation and Recognition. The report was accepted.

Edith E. Pence, chairman of Youth Problems Committee, presented resolutions that steps be taken to amend the Youth Correction Authority Law so that the Superintendent of Public Instruction will be in-

cluded on the panel whose duty it is to present six names to the Governor from which he selects two members of the Authority. Youth who are training for occupations important for national defense should be permitted to continue in school until they have completed this training. Youth who are in the last year of their teacher-training program should be so permitted. Draft boards should give due consideration to the type and quality of work being done by students who are prospective draftees but whose studies will enable them to contribute to the solution of post-emergency problems. California Teachers Association should exercise its influence to have all federal aid to education administered through and controlled by the local departments of education of the several states. This Association should advocate a plan of participation by representatives of education on official boards and commissions for the purpose of planning for economic and social adjustments. The report and resolutions were adopted.

Cecilia O'Neil, chairman of Committee on Equal Opportunities, mentioned progress reports of the NEA Committee on this subject and recommended that an educational program be provided for all children and adults which would encourage all to assume equally the duties and responsibilities of citizenship. Also, that it continue cooperation with the NEA committee, and that the Association again approve a federal act guaranteeing to all citizens the protection of the Bill of Rights. Her report was accepted.

The Council then adjourned for noon recess and committee meetings.

PRESIDENT Brady reconvened the Council at 1:45 p.m.

H. W. Kelly, chairman of Committee on Adult Education, made a report which was accepted.

Alice Livsey reported for Norma L. Britton, chairman of Committee on Childhood Education. The Committee recommended that,—the problem of establishing rural child-centers be again studied; the problem of licensing and controlling the many private "backyard" day nurseries, kindergartens and nursery schools was deemed very serious; special certification was recommended; a sub-committee was appointed to make a survey of the problem of State support for education below the first grade. The report was accepted.

Abby Perry, chairman of Committee on Classroom Teachers Problems, reported on the necessity of maintaining the school health program; the necessity of combatting race prejudice; a definite program of patriotism, community and national service; the development of friendly groups. Her report was accepted.

Dr. William R. Odell, chairman of Com-

mittee on the Keesling Report, presented an extended statement from his committee recommending that the Association expend its energy on a unified plan for obtaining more funds for public education rather than merely replying to a report which is already obsolete. His report was accepted.

Leonard L. Bowman, NEA Director for California, briefly outlined the work of that association and made an inspiring plea for professional unity in the support of local, state and national associations.

Frank Bouelle of Los Angeles

Frank A. Bouelle, former superintendent of schools of Los Angeles, now retired, was presented by President Brady and spoke briefly in behalf of retired teachers.

Mr. Brady asked Vice-President Walter T. Helms to preside.

Dr. Samuel H. Cortez, chairman of the Junior College Problems Committee, presented several legal matters which go to the Legislative Committee for further action. His report was accepted.

Charles C. Hughes, superintendent of schools, Sacramento, who retired December 31, 1941, was presented by Mr. Cloud who stated that Mr. Hughes was the second in length of service on the State Council of Education. Mr. Cloud thanked him on behalf of the Council for his valuable work throughout the years. Mr. Helms also praised Mr. Hughes and called on him for a short message.

John R. Williams, chairman of the Committee on Problems of the County Superintendent, was absent because of illness and his report was made by E. E. Smith, and was accepted.

Dr. Odell, chairman of the Committee on Professional Growth, reported on the luncheon meeting of his committee at which S. L. Fick, assistant director of vocational training and defense workers, Bureau of Trade and Industrial Education, State Department of Education, was the discussion-leader on the selection, induction, and improvement-in-service training of national defense teachers. Credentials for these teachers are issued on a 1-year basis and are subject to renewal for the duration of the emergency only; such teachers will find it necessary later to obtain regular credentials. Dr. Odell's report was accepted.

Mrs. Ida May Burkett, chairman of the Committee on Relations with Affiliated Organizations, reported an excellent luncheon meeting. Her committee urges the members of all affiliated organizations to promote mutual understanding of organization problems. Her report was accepted.

R. B. Huxtable, chairman of the Committee on Salaries, reported research studies showing sharp increases in living costs and

the meager increases in teachers salaries. The committee resolved

"Whereas, the cost-of-living has risen and continues to rise rapidly; and

"Whereas, many teachers are not receiving salaries commensurate with the cost of living; and

"Whereas, because of the high cost-of-living many of the most competent teachers are beginning to accept employment in other fields to the detriment of the children in our schools; therefore be it

"Resolved, that California Teachers Association carry on an active campaign to secure adequate salary adjustments to secure for our youth the instruction and leadership to which they are entitled."

His report was accepted.

President Brady returned to the Chair, Harold F. Seal, chairman of Committee on Sick Leave, reported:

1. The committee reaffirms the correctness of the principle of sick-leave for teachers, believing it to be the best interests of the children attending school, and to the financial advantage of the school district.

2. The committee recommends that there be introduced at the next session of the Legislature a bill providing for at least 5 days sick-leave with pay, cumulative to 25 days.

3. The committee requests that CTA Board of Directors make financial provision for a study of the operation and financial phases of cumulative sick-leave, this study to be made by the committee or such other agency as the Board of Directors may direct.

His report was accepted.

UNDER new business, Mrs. Ida May Burkett presented the following resolution which was adopted:

Be it Resolved, that the Council of California Teachers Association endorse the policy of National Education Association Association of encouraging states that do not have teacher retirement systems to set up adequate retirement systems; that we urge the National Education Association to study and to keep its members informed on all pending national legislation that will affect teachers retirement systems; that we urge the National Education Association to see that provisions are incorporated to make the coverage of public school teachers optional with the teachers affected under any amendment to the Social Security Act, and that a copy of this resolution be sent to the President of the National Education Association and to the Chairman of the organization's Legislative Commission.

As a member of CTA Board of Directors Mrs. Burkett presented the resolution adopted by the board at its meeting of December 5, affirming that the State Board of Education should be composed of lay members only. Before extended discussion could be had by the Council a motion to table was carried.

President Brady declared the meeting adjourned in honor of esteemed members who had passed away since the last meeting of the Council.

* * *

CTA Board of Directors

Digest of Minutes of Meeting, Dec. 5, 1941

BOARD of Directors of California Teachers Association met December 5, 1941, at the Biltmore Hotel, Los Angeles; President F. Brady presiding; all members present.

Minutes of previous meeting, financial statement, and membership report were approved and filed.

It was moved and carried that a special committee be appointed to make a comprehensive study of teacher placement in California and to make report.

Contract was approved with Coates and Herfurth to prepare a retirement bill for the 1943 California Legislature.

It was moved and carried that a new committee be created for the purpose of protecting public education. This committee will work jointly with the regular committees on financing public education, teachers salaries, and policies and plans.

The Board reaffirmed the long-continued stand of California Teachers Association that the State Board of Education be comprised of lay members only.

* * *

Alfred E. Lentz, as legal adviser of the State Department of Education, had introduced a bill at the special session of the Legislature, giving school boards ample emergency powers for maintaining schools and classes during the war. Sierra Educational News went to press the day this bill was introduced, so legislative action cannot be stated here.

SUPPORT THE AMERICAN RED CROSS CAMPAIGN

Roy W. Cloud

To All Members of California Teachers Association:

YOU are urged to cooperate actively with your local Red Cross Chapter, in the present emergency and during the present American Red Cross National War Fund campaign now in progress for a minimum of fifty million dollars.

You are urged to offer your services in the local campaign in whatever way you can serve best and by making contributions.

A. L. Schafer, manager of the Pacific Area American Red Cross, has earnestly requested the full support of California Teachers Association. We have informed him that throughout the past teachers of California have made a brilliant and consistent record of service in American Red Cross and Junior Red Cross, not exceeded nor equalled by any other group in this state. I am sure that California teachers are glad to continue their magnificent accomplishment.

American Education

WHO'S WHO in American Education, 10th anniversary edition 1941-42, is published by Who's Who in American Education, Inc., 110 Seventh Avenue North, Nashville, Tennessee. Robert C. Cook is editor of this important reference-book, first published in 1928, annually until 1935 and biennially since then. Over 17,500 copies of the volume are distributed in libraries throughout the United States.

The new anniversary edition will be ready for delivery in March and contains about 6,000 sketches, 3,000 of which have not appeared in previous volumes.

The book is handsomely bound and stamped in gold. Price \$10. Many California school-people are represented in this authoritative professional manual.

* * *

The Education Digest

NATIONAL League of Teachers Associations, of which Helen F. Holt of Alameda is president, has an arrangement with *The Educational Digest* by which a special edition, run each month, includes a 4-page League section. League members may subscribe to *The Education Digest* for \$1.75 per year, a substantial saving over the regular \$3 subscription price, and receive the special edition monthly.

The Education Digest, now in its 7th volume, is published at Ann Arbor, Michigan; editor is Lawrence W. Prakken. Correspondence concerning the League section should be addressed to Jean A. MacKay, 121 Highland Avenue, Highland Park, Michigan; Miss Holt's address is 1543B Santa Clara Avenue, Alameda.

SUPERVISORY ASSISTANCE

A PROGRAM OF SUPERVISORY ASSISTANCE

George Robert Krause, Principal, Fremont Elementary School, Bakersfield, Kern County

The Problem — Developing a program of supervisory assistance for a small elementary school in which the following conditions prevail:

- a. A new principal having full time for administrative and supervisory activities with no clerical assistance.
- b. The majority of the teaching staff are enjoying tenure and have a critical attitude toward newer methods of instruction.
- c. A heterogeneous group of 350 pupils making up the kindergarten through the 6th grade.

Basic Philosophy

1. Learning is a growth in insight and understanding which results from experiences taking place when one is stimulated in any environment.
2. The individual consumes for future use, those experiences and learnings which to him are most significant in meeting his needs.
3. Learning takes place in the same way for all people; we learn by doing in an intelligent way.
4. We must learn the person in order to teach him.
5. We learn what we accept.
6. The principal is responsible for making favorable conditions for learning.

Incidental Problems and Solutions

1. What is supervision?

"Supervision is an expert technical service primarily concerned with studying and bettering the conditions which surround learning."

2. What is the justification for supervision according to modern philosophy of education?

Supervision is a necessary integral part of any general educational program and of any specific school system because:

- a. Supervision is an accepted principle of administration in all difficult and complex undertakings.
- b. Education is particularly complex and intricate and furthermore because it is carried on in minute divisions, classrooms scattered throughout a community, there is particular need for a unifying and coordinating force. Brief tenure further complicates this aspect.
- c. The academic and professional training of teachers in the U. S., despite excellent progress,

1. Barr, Burton, Brueckner, Supervision.

is still absurdly low. Until we have large percentages of highly trained, professionally minded individuals there will be need for supervision.

d. Education is developing so rapidly that teachers, even if trained, could not possibly keep abreast of current developments. Supervision is necessary to bring new departures constantly into the situation. Constant adaptation is necessary also in objectives, curriculum, materials, plants, furniture, etc.

3. What is the purpose of supervision?

The purposes of supervision is to improve the learning of pupils.

4. How can I as principal of the school perform most capably and efficiently in a supervisory capacity?

To perform capably in a supervisory capacity the principal must first know his school as it relates to the pupils and the instructional organization; must know what the courses of study and the plans of the superintendent call for, and then lay his plans for as liberal an interpretation of these as is permissible and possible; must design his supervision carefully, so as to secure maximum results for the time he puts in on it; must measure and evaluate the instruction and the progress made under it; and must be able to interpret his aims and conceptions and the results of their work to the class teachers themselves.

The first step in such a program is for the principal to know his school thoroughly. This calls for a knowledge of his community, his teachers, his pupils and the parents.

5. In what manner can teachers' meetings be kept meaningful to the teaching staff?

Change from formal, stilted meetings where teachers are called together for routine business, assignments, or to listen to the principal lecture, to meetings at which mutually interested people gather to discuss common problems, pool experiences, study and work out needs together. The meetings are being made more democratic so that any teacher or leader will feel free to discuss problems, plans, methods, or materials that he considers pertinent to the situation.

They are becoming working meetings rather than lecture type; good reference and source material are at hand; and opportunity for observation and laboratory facilities are made available as needed. Specialists and other leaders are called in as counsel-

ors, guides and demonstrators rather than as lecturers, and no supervisor has anything but service relationship because the meetings are teacher planned and controlled.

6. What part should intervisitation have in a program of supervision?

Visiting modern teachers to observe the school in progress is considered one of the best means of inducting teachers into newer practices. It is also a valuable technic for continuing the growth of superior teachers.

It is thought to be profitable to arrange for teachers to observe on different grade levels, in schools of different types, and children coming from different types of home environment. Such observations broaden teachers' interests and give them a better understanding of child development and factors in the home, school, and community which affect children favorably and unfavorably. It helps the teachers to realize that the fundamental needs of children can be cared for in all types of schools through the planning of ingenious creative teachers.

7. Can the excursion be used effectively by teachers in the improvement of teaching?

The excursion is increasing in importance as a supervisory technic because it is both recreational and educational. Some first-hand experiences are needed because the training of teachers has not prepared them for the task of guiding a modern curriculum program in which education and living are not separated.

Some systems are using excursions as a means of broadening teacher-interest and of giving teachers a better understanding of the social and economic life of the community.

8. How can I best utilize the services of special supervisors in an effort to help my staff improve their teaching?

Instead of supervisory visits by special advisors and experts being a time for inspection and criticism of teachers methods, it has become time for cooperative planning and suggestions.

Visits on call are being used more and more and are usually requested by the teacher for a specific purpose. The purpose determines the time, length of visit, and the activities of the supervisor. Room-visits are usually followed by a conference and frequently are preceded by one.

9. What is the most effective use for the individual teacher-principal conference?

As supervisors and principals become counselors the individual conference is used to meet the needs of teachers as they recognize them. The teacher herself takes the

lead, seeks help, and works out the solution to her own problem with the aid of the supervisor or principal.

Teachers are eager to confer with an understanding and helpful principal. Therefore, the conferences are teacher-sought rather than called by the supervisor or principal.

Previsiting conferences are used to make it possible for principal and teacher to have a mutual understanding of the problem being studied. This short informal type of conference tends to eliminate fear and other undesirable attitudes toward the principal's visit.

The postvisiting conference is used to help the teacher analyze and evaluate experiences, and plan for the future.

10. *Of what particular value as a supervisory technic is the small committee meeting?*

Since committees provide a regular channel for teacher participation in educational planning they are being increasingly utilized by democratic supervisors and principals.

Teachers are beginning to work on these problems in committees rather than turn them over to experts. These committees meet at regular intervals outside of school hours. They elect their own chairman and secretary and the group sets up tentative plans.

Attendance is voluntary, but every member is expected to make some contribution of value to the problem or topic studied. Each committee's contribution is finally shared with the entire teaching force.

11. *To what extent should experimentation and research be brought into the supervisory program?*

"A more scientific attitude toward teaching problems is probably the most valuable trend in supervision."² Modern systems are making use of the results of scientific investigations in education. Keeping up with all the educational investigations is too much to expect of each teacher, however, so this too becomes a cooperative undertaking of supervisors, principal and teachers.

Teachers need help not only in keeping up with the new findings, but help in evaluation, selection of the worthwhile, and the application of research findings to practical situations. The value of experimentation as a technic for teacher improvement is growing in importance.

Supervisors and principals are encouraging and helping teachers to experiment not

only to test newer procedures and materials before adoption, but to evaluate their own theories and beliefs.

12. *How may the technic of demonstration be most effectively used to introduce newer practices to the teaching staff?*

Probably no finer technic for cooperative improvement exists than demonstration teaching. When newer procedures or practices are evolved by ingenious teachers other teachers are invited to visit. This procedure encourages the visiting teachers to experiment and share their findings with others. This calls for intervisitation within the classes in the school and within the schools of the system and arouses interest in visiting other systems.

Demonstration teaching or guided observation may become a valuable part of most types of teachers meetings. Demonstrations are also used to help teachers get new manipulative experiences. The special supervisors frequently demonstrate new teaching material or technics. This type of demonstration seems to be valuable for the introduction of newer practices.

13. *How may the principal plan for the evaluation and improvement of teaching?*

"The ultimate worth of any particular teaching practice in any given teaching situation depends, in the last analysis, not upon its conformity to some preconceived or even scientifically determined principle of good teaching but upon whether it works in the situation in which it is employed."

Plans for the evaluation and improvement of teaching can be laid out only temporarily in terms of the criteria of good teaching.

The first step in the analysis of a complex learning and teaching situation is the evaluation of pupil growth and achievement in terms of the purposes of education. Following the evaluation of pupil growth and achievement, the principal's next task is to determine the more important factors limiting the growth and achievement of the pupils. The more important of these factors may be found in:

a. The pupils; their interests, capacities and needs. b. the teacher; her interests, needs and capacities. c. the curriculum and the teacher's purposes. d. the materials of instruction; textbooks, supplies and equipment and e. the sociophysical environment for learning; heating, lighting, seating, ventilation and freedom from disturbance.

We are here concerned with the study of the teacher at work—the extent of her success and the factors limiting her achievement as a teacher. They will be studied

together as cause and effect in a total learning-teaching situation.

14. *How may the principal constantly endeavor to improve his supervision?*

The improvement of the quality of the supervision may be made through the following:

1. Gaining the confidence of the entire staff through the constant practice of helpfulness by the principal.
2. Discovery of faculty problems and lending assistance in the solving of these problems.
3. Recognition of differences between teachers.
4. Delegation of duties.
5. Avoidance of routine.
6. Cooperation with special supervisors.
7. Comparison with checklists.

The improvement of the principal's supervision in a quantitative way generally requires an increase of the relative amount of time given to supervision as compared with administration and other duties. The means toward this increase of time are:

1. Comparison with checklists.
2. Delegation of responsibility.
3. Adopting a daily schedule of work.

Conclusions

Newer instructional practices are causing supervisory procedures to be modified. Supervisory technics are becoming more cooperative, more democratic, more objective, more comprehensive and more experimental.

Modern principals and supervisors are applying the same principles in working with teachers that teachers are using with children.

Those supervisory technics that make teachers more self-directive, that require cooperative effort, that capitalize the talents of teachers, principal and supervisors, and that result in contributions being shared by all would seem to be those that should be widely used.

Special attention is being given to the improvement of those school factors which seem to seriously affect the teaching-learning process, especially the following:

1. The school building and equipment.
2. The materials of instruction.
3. The organization and management of the school.
4. The curriculum.
5. The methods of teaching.
6. The personality of the teacher.
7. The needs of the children.

The improvement of not one but all of these has become the responsibility

² Dept. Supv. and Direct. of Instruction, NEA. 12th Yearbook, Chap. 16, page 345.

3. Barr, Burton and Brueckner, Supervision.

of all persons working in any supervisory capacity.

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* * *

World Alliance News Letter, now in its 17th volume, is published monthly except July and August by World Alliance for International Friendship through the Churches (American Council), 70 Fifth Avenue, New York City; price \$1 a year; editor is Richard M. Fagley.

Dr. E. Guy Talbott is field secretary for the Alliance with Pacific Coast offices at 68 Post Street, room 325, San Francisco. Rt. Rev. Edward L. Parsons is chairman of the Pacific Coast cooperating committee.

THIS WORRIES ME

Laura Ellis Snyder, Alhambra, Los Angeles County

"WITH Liberty and Justice for all" . . . little hands outstretched in salute to the big dear Flag in the corner of the room . . . 36 shining little Americans . . . All seven years old . . . The hope of our nation . . . The people of tomorrow.

None of them rich. Some very poor, and Sadie is hungry. I found her sneaking lunches yesterday. She cried when I made her show me her lunch pail. It had only a dry piece of bread in it. Her Pop is out of work. Sadie is underweight. Her elbows are skinny and her little fore-arms are just like scarecrow sticks. If you speak to her too suddenly she will shake all over. She can't sit still or pay attention. Undernourished children never can. They have been hungry more or less all their lives and they acquire a jumpy attitude from always wanting something. They don't know what it is, but it is food.

The PTA (God bless them) do all they can for Sadie and all the other little undernourished boys and girls in our big school, but the load is too heavy. Many dear little mothers deny themselves and their families the things they need in order to help these little undernourished children.

Yes, Sadie's Dad is no-account, as some folks would say, but I don't care about that. I can't even help it. Neither can Sadie. Little Sadie is here. Right here in this big land of America with its shining sun and beautiful trees and abundant fields of grain. Sadie is right here in my classroom with her big hopeful eyes of expectancy . . . Always expecting something grand to happen, but it never does.

Sadie does not ask for much. Just a little love, a few pretty clothes, not hand-me-downs, and some milk. I wish you could have seen her run to the cafeteria when I told her there was a pint of free milk there for her at every ten o'clock recess.

I read in the newspaper the other

day that strikers in a big milk strike had poured gallons of milk down the gutter.

To-day it brought tears to my eyes when Sadie made a dash for the door at ten o'clock and I saw the little skinny legs flash down the corridor toward the cafeteria and that glorious pint of free milk.

"Dear God," I asked, "maybe these little folks do have liberty, but do they have justice?" In this Land of Plenty, to be so thrilled over one pint of milk!

It seems to me that food and clothing should be the heritage of every child as well as Liberty. What good does freedom do a hungry child? I fear that some day our Republic might have to answer to these little folks who grow up all too soon, and maybe with a warped idea about the justice of things.

IT'S our land. Our America. Isn't there some way that we folks who run the world for little folks can see to it that every little child in our prosperous land can have plenty of food, enough clothes to wear and perhaps a new toy now and then?

This worries me. I am their teacher.

* * *

The Naturalists Directory, published by Herman E. Cassino, Salem, Massachusetts, contains names, addresses, and special subjects of study of professional and amateur naturalists of North and South America; also lists of scientific periodicals and natural history museums; price \$3. The directory, a non-profit enterprise, is of great practical service to all interested in natural history.

* * *

The Table Graces — Setting, Service, and Manners. For the American home without servants. This attractive and practical paper-covered, illustrated book of 64 pages is taken from Meal Planning and Table Service, by Beth Bailey McLean, and is published by Manual Arts Press, Peoria, Illinois; price 80 cents.

COST OF LIVING

Elmer H. Staffelbach, Director of Research, California Teachers Association

IN the December issue of Sierra Educational News, indexes of the cost-of-living were presented for Los Angeles and San Francisco from November 15, 1940 to July 15, 1941. The latest Monthly Labor Review (October, 1941) gives the similar figures for August 15, 1941. These indexes are shown in Table 1.

It will be seen that in Los Angeles the index for "All Items" (cost-of-living) increases .7 of a point during the 30-day period from July 15 to August 15. In San Francisco the increase is .5 of a point for the same period. The greatest increase for the same 30-day period is in the cost of food, with the increase in the cost of clothing second. There are increases in all items with the exception of rent which stands stationary.

Table 2 gives the cost-of-living figures for the period from November 15, 1940 to August 15, 1941 when

translated into the terms of the buying power of the dollar. The base here is the average of 1935 to 1939. Taking the cost-of-living (the "All Items" column) the 1935 to 1939 average dollar was worth 98 cents on November 15, 1940. This figure holds fairly steady until March 15, 1940. On April 15, 1941 it starts downward and has continued downward (with the exception of the month of July) about 1% per month to August 15, 1941. Recent unofficial figures seem to indicate that this trend has been accelerated somewhat since August 15 and particularly since about September 15. Whether these unofficial figures will be confirmed in later official reports remains to be seen.

Should the general trend in the purchasing-power of the dollar shown in Table 2 continue until June 15, 1942, the buying power of the California dollar, as represented in the two lar-

gest cities of the state, will probably be somewhere in the neighborhood of 85 cents.

This is a matter which deserves careful study by groups of teachers and other public employees, and in fact by all "white collar" workers. It used to be said that the rewards of labor were the last to go up and first to come down. Under conditions of modern organization wages of American labor are almost immediately sensitive to changes in the cost of living.

The same is not true of the salaries of teachers and other public employees. Increases in such salaries tend to lag considerably behind any upward trend in costs, though decreases tend to follow more closely upon the heels of declining costs.

It is suggested that salary schedules should be modified by mutual consent of employees and boards of trustees to include provisions for salary changes in line with pronounced changes in the cost-of-living. The research department of California Teachers Association will be very much interested to receive information concerning districts where such modifications have been, or are being, considered or adopted.

Table 1. Indexes of Cost-of-Living on August 15, 1941 in Los Angeles and San Francisco (Average 1935-39 = 100)

City	All Items	Food	Clothing	Rent	Fuel Electricity and Ice	Household Furn.	Miscellaneous
Los Angeles	106.3	109.3	107.4	106.6	.942	107.0	104.4
San Francisco	106.1	109.2	106.4	104.1	.916	108.1	106.3

Table 2. Purchasing Power of the Dollar When Applied in Terms of the Family Budget, November 15, 1940 to August 15, 1941 (Average 1935-1939 = \$1.00)

Date	City	All Items	Food	Clothing	Rent	Fuel and Electricity	Household Furnishings	Miscellaneous
Nov. 15	Los Angeles	.98	1.01	.97	.94	1.05	.99	.97
1940	San Francisco	.98	1.02	.97	.96	1.09	.98	.95
Dec. 15	Los Angeles	.98	1.00	.97	.94	1.05	.99	.97
1940	San Francisco	.98	1.02	.97	.96	1.09	.99	.95
Jan. 15	Los Angeles	.97	.99	.97	.94	1.05	1.00	.97
1941	San Francisco	.98	1.00	.97	.96	1.09	1.00	.95
Feb. 15	Los Angeles	.98	1.01	.97	.94	1.06	.99	.97
1941	San Francisco	.98	1.00	.97	.96	1.09	.99	.95
Mar. 15	Los Angeles	.97	.99	.97	.94	1.06	.97	.97
1941	San Francisco	.98	.99	.97	.96	1.09	.98	.96
Apr. 15	Los Angeles	.97	.97	.97	.94	1.06	.97	.97
1941	San Francisco	.97	.97	.97	.96	1.09	.97	.95
May 15	Los Angeles	.96	.95	.96	.94	1.06	.97	.96
1941	San Francisco	.96	.95	.97	.96	1.09	.96	.95
June 15	Los Angeles	.95	.93	.95	.94	1.06	.95	.96
1941	San Francisco	.95	.93	.95	.96	1.09	.95	.94
July 15	Los Angeles	.95	.93	.94	.94	1.06	.94	.96
1941	San Francisco	.95	.93	.94	.96	1.09	.93	.94
Aug. 15	Los Angeles	.94	.92	.93	.94	1.06	.93	.96
1941	San Francisco	.94	.92	.94	.96	1.09	.93	.94

WILDLIFE TOURS

AUDUBON PALM SPRINGS WILDLIFE TOURS

THE desert in the spring! The words convoke the most brilliant imagery of nature, and for nature students also spell the fascination of rare and delightful bird study.

Bert Harwell, California Representative of the National Audubon Society, will conduct a series of wildlife tours from **March 7 to April 21**, in which parties of six will tour the Palm Springs-Salton Sea region.

One of the real thrills of desert appreciation is the vermilion flycatcher, a sparkling, brilliant gem of a bird. Its iridescent body glows red even in dim twilight. Nesting pairs of this rare flycatcher will be found and their nuptial flight observed.

There will be phainopeplas, tucking their nests into mistletoe clumps on the palos verdes, and cactus wrens building nests among the terrible thorns of the cholla, and verdins, orioles, thrashers and a hundred other varieties.

From the comfort of the station-wagon, and under the expert guidance of Mr. Harwell, participants will learn the procedure of bird study, and all the interesting details and characteristics of many fascinating varieties of wildlife. He will tell how to appreciate birds and how to teach, in nature-study, their full and proper appreciation.

An excellent opportunity for the study of water-birds will be afforded at the federal and state refuges at the southern end of Salton Sea. There nest the white-faced glossy ibises, fulvous tree-ducks and gull-billed terns.

The majestic desert affords, as a background for these wildlife tours, bright carpets of sand verbena, the fantastic grotesquerie of the cactus family, remarkable Salton Sea, below sea level, and the splendid desert lilies in bloom. Then, too, there is the exhilaration of bright sun on sand,

crystal clear nights and breathtaking glory of desert sunsets.

Bert Harwell, who conducts these annual National Audubon Society wildlife tours, is one of California's leading naturalists, and an active conservationist.

He was able to observe last November, in the annual fall Audubon Tours in the Sacramento Valley region, over a hundred kinds of birds, including millions of ducks and thousands of geese.

Here is the White Pelican, symbol of the extraordinarily rich and varied bird life of vast California



Bert Harwell is California Representative of the National Audubon Society. Here he is on the Merced River in Yosemite Valley

Information regarding the National Audubon Society Palm Springs-Salton Sea wildlife tours may be obtained from the Society's San Francisco office, 114 Sansome Street, Room 617.

* * *

This is the Year

*Alberta Dredla, Home Economics Teacher,
Palo Verde High School, Blythe,
Riverside County*

THIS is the year
To be thankful we're living here.

To be a little more kindly to everyone,
And less critical of what our government's
done.

To be glad there's opportunity for all,
That races and creeds are equal, great or
small.

To be grateful we're free to take a broader
view,
And pledge ourselves to work for peace
with strength anew.

To remember the present and the future
soon become the past;
This is the year to live in harmony, and
strive to make it last.

STUDY-HALL SUGGESTIONS

*Robert W. Zecher, Instructor, Social Studies and Public Speaking,
Taft Union High School and Junior College*

THE outline here presented is offered with the intention of stimulating the study-hall teacher to experiment with his group. A study-hall may be considered to have a twofold purpose. First, it can be used as a potent force in giving practical experience in democratic methods, and, secondly, it may be used as the agent for greater efficiency in study-hall habits, which means that the teacher must have an organized program of study aids and technics.

In order for the teacher to concentrate on helping students to study, it is necessary that the administrative and disciplinary activities be eliminated or greatly reduced. The following outline may be used in whole or in part, depending on the conditions that may exist, as a possible method of providing for the best interests of the students.

A Student-Controlled Study-Hall

1. *First or Second Meeting.* An explanation is given to the students concerning the aims and objectives of the study-hall.

A. Explain the values of democratic procedures leading up to desired features of student control.

B. Pass out paper and have students answer a few questions.

a. Do you think that student-controlled study halls are possible? Why or why not?

b. If so, have you any suggestions for organizing a student-controlled study-hall?

c. The idea of these questions is to start the student to at least thinking about the democratic possibilities of study hall.

C. Read answers and get student reactions.

2. *Third or Fourth Meeting.* Results are read to the class indicating that an average percentage is in favor of participating in student-control. Nominations are now in order for a committee of 7.

a. Accept no more than 14 nominations.

b. Try to have an equal number of boys and girls on the ballot.

3. *Set up a Temporary Student Control.*

1. Teacher selects officers from the committee.

2. Use the existing rules until new ones can be formulated.

3. Allow this group to take charge for one week.

4. *After One Week has Elapsed, Hold a Committee Meeting.* During the meeting, the study-hall will be under the control of another group of teacher-selected officers.

These officers were given instructions

and training at the previous class period. The powers and duties of the committee should be explained and acted upon. The rules and duties are:

a. To elect a chairman.

b. To draw up a set of rules.

c. To select student officers.

d. To act as a court and pass judgment on all infractions of rules.

Committee court meetings should be held, at first, two times each week. As the organization progresses, the court should be held only on call of its chairman.

General Suggestions

1. There is no need for absolute quiet. A student should be able to study under all types of conditions.

2. There should exist a working atmosphere.

3. Teacher should be busy aiding students in their study-habits.

4. It may be necessary to give short talks (10 minutes) once or twice a week on study and reading-habits.

5. Perhaps only two pass-out checks may be given at any one time.

6. Talking rules are first necessary. Eventually they may be left to the discretion of the students and officers.

Following is a list of study hall rules drawn up by students of the 7th period study-hall.

Study Hall Rules

In order that uniformity may prevail in this student controlled study hall, the following suggestions and rules have been adopted:

The study-hall is a place for study. In order that the best preparatory work may be carried on, the full cooperation of all students is needed in eliminating all unnecessary confusion.

A. Officers

1. A secretary shall be elected each week.

2. The librarian shall hold office for one week, and the following week he shall be the floor-walker.

3. IF AN OFFICER IS NOT DOING HIS JOB, HE MUST COME BEFORE THE COMMITTEE.

4. OFFICERS ABSOLUTELY MUST OBEY THE RULES OF THE STUDY-HALL.

B. Talking

1. IF YOU WANT TO TALK, YOU MUST STAND UP.

2. A person shall not talk over two minutes.

3. Infraction of these rules means the loss of privileges.

4. There shall not be more than two people on the floor at each time.

C. Passes

1. Students out on locker-passes shall be limited to 5 minutes.

2. Passes to rest-rooms shall not be issued for more than 10 minutes.

3. The secretary shall issue a warning the first time a pass is mis-used. The second time, the mis-user comes before the committee.

4. Infraction of these rules also means loss of privileges.

D. Library

1. Students may go to the library any three days of the week.

2. Students may go the 4th time if they have a request pass.

3. Leaving the library before the period is over, consists of a cut, and will be treated as such.

E. Tardies

1. First tardy means loss of privileges for 2 days.

2. A STUDENT TARDY 3 TIMES MUST COME BEFORE THE COMMITTEE.

3. A STUDENT IS TARDY IF HE IS NOT INSIDE THE ROOM WHEN THE BELL RINGS.

4. A STUDENT NOT IN HIS SEAT WHEN THE BELL RINGS LOSES HIS PRIVILEGES.

F. Loss of Privileges

1. Talking while sitting means loss of privileges.

2. Being tardy, not in seat, and mis-using passes means loss of privileges.

3. LOSS OF PRIVILEGES MEANS A STUDENT MAY NOT GO TO THE LIBRARY, GO OUT ON ANY KIND OF A PASS, OR TALK WITH ANY OTHER STUDENT.

4. If a student is on the Black List 3 times, he must come up before the committee.

G. Miscellaneous

1. The eating of candy shall NOT be allowed.

2. Students may chew gum if they can do so quietly.

3. The committee shall hold regular meetings on Tuesday and Thursday.

4. PERSONS LEAVING SEAT BEFORE BELL RINGS LOSES PRIVILEGES FOR THE FOLLOWING DAY.

The above program was at first carried out for a period of one term. The results were excellent. The students cooperated and enjoyed their responsibilities. It is important to mention that the students will not carry out their responsibilities unless the teacher consistently sees that the student duties are carried out. This does not mean that the teacher should take the time of the class to reprimand certain students for violating any of the rules, but that he should go to the committee chairman and demand that the chairman take action on the students who are neglecting their officer job.

I cannot stress too much this function of the teacher. Consistency in reporting infractions of rules to the proper authorities must be observed, otherwise students will become lax. They will feel that they can "get away" with something. It is only natural for them to take advantage of a weakened control.

If the system is carried out efficiently and consistently, all parties will benefit. The teacher will be able to stay away from the study-hall for longer periods of time. The students will find that they need to spend less of their time as officers. They, therefore, can devote more of their time to study.

Those students who want to study will have a quiet study-hall to do it in. Those

students who do not want to study will be under restrictions from making noise from the student officers. Because of this they will find it necessary to have something to do. The teacher has time to help those backward and irresponsible students in their study technics.

After the system had been found to be workable, the administration attempted to influence other study-hall teachers to use it. The results obtained for one term by five other teachers in the use of a student-controlled study-hall were not complimentary to this type of control.

It seems to narrow down to the viewpoint that the teacher can make or break the system. They must first believe that students can control their own activities and that they are willing to work with the students in furthering this end.

Then too, if the teacher is not "sold" on the idea, the students somehow, will get "wind" of it, and their resultant action is to make light or to belittle the whole plan.

It is therefore necessary for the teacher to believe in student participation in order for a plan of this kind to be successful.

* * *

Child Labor Day

JANUARY 24-26 is nationally observed as Child Labor Day. The National Child Labor Committee states that there are still large groups of child workers not covered by Federal legislation; of these approximately a half-million children engaged in industrialized agriculture are the most persistently exploited.

The Committee, with headquarters at 419 Fourth Avenue, New York City, offers exhibit-material including three-dimensional map, lantern-slide lecture, photographic album of enlarged photos, and sets of mounted photos, all relating to child labor in industrialized agriculture. Write to the Committee for details as to loan arrangements.

* * *

February 15, the birthday of Susan B. Anthony, is widely observed as a recognition of her great contribution to the cause of votes for women. Susan B. Anthony Memorial Library of California, comprising data and collections pertaining to her life and work, is part of Los Angeles Public Library; Marjorie R. Longwell, 240½ South Lasky Drive, Beverly Hills, is secretary-treasurer, and sponsor of a Susan B. Anthony bulletin to be published by California State Department of Education.

Your Income Tax

Statement Concerning Deductions

IN the March, 1941, of this magazine, a statement was published concerning deductions allowable for Federal income tax purposes. At that time CTA headquarters had communicated with the Collector of Internal Revenue, San Francisco office. The published statement was based upon the conversation with that office.

We have received the following letter, October 15, 1941, from the Treasury Department in Washington (L. K. Sunderlin, Chief of Section):

"The attention of this office has been called to an erroneous statement on page 12 of the March, 1941, issue of Sierra Educational News, with respect to the deductions allowable for Federal income-tax purposes.

"The statement reads

"If the governing board of a school district makes a rule that a teacher must attend summer school during any 3, 4 or 5 year period, the necessary expenditures incurred during attendance at such summer session may be deducted from earned income in computing the amount of income-tax."

"The Bureau has held since 1921 that the expenses incurred by school teachers in attending summer school are in the nature of personal expenses incurred in advancing their education and are not deductible in computing net income. O. D. 892, C. B. 4, 209 (1921). The argument has been advanced that, if the educational authorities require such attendance the expenditures should be regarded as business expenses which are deductible, but the Bureau has continued to hold in accordance with O. D. 892, supra." (End of letter.)

However, deductions for Federal income tax purposes may be made as follows:

"The dues paid by teachers to professional societies, the price of their subscriptions for educational journals connected with their profession, and the expenses of traveling and meals and lodging incurred in attending teachers' conventions in this country, if they are not reimbursed for such expenses, are considered ordinary and necessary business expenses and are deductible from their compensations as teachers in determining net income for Federal income-tax purposes. Records of such expenditures must be kept to substantiate the deductions claimed.

"The cost of technical books required by and purchased by teachers specifically for use in connection with their professional work is a capital expenditure which may be extinguished through annual deductions

for depreciation." I. T. 3448, C. B. 1941—1,206.

"Traveling expenses incurred by teachers on sabbatical leave, who receive compensation while engaged in the required traveling and who must report relative to their travel, are deductible for Federal income-tax purposes." I. T. 3380, C. B. 1940-1, 29.

* * *

Business Educators

CALIFORNIA Business Educators Association Southern Section has put its objectives in writing. From the best ideas of members as to what they believed should be their Association's purposes, a committee of seven, composed of Vice-President Wiley B. Tonnar, chairman, R. E. Berry, R. I. Choplin, John N. Given, Jessie Graham, Ralph E. Oliver, and Leland M. Pryor, refined 12 objectives to unify and direct the work of the Southern Section. These objectives are submitted for the consideration of business-teachers generally:

1. To encourage teachers of business-subjects to meet in local, district, regional, and state groups in order to improve their professional growth through exchange of ideas and evaluation of experience.
2. To cooperate with California Business Educators Association; to cooperate with Bureau of Business Education and State Department of Education in promoting business education in California and protecting its interests; to cooperate with any central national organization that is later set up.
3. To encourage cooperative part-time classes in merchandising, clerical, stenographic, and secretarial fields.
4. To formulate recommendations as to the qualifications of a vocational counselor.
5. To strive for closer cooperation with the business interests of each locality and the state.
6. To develop ways and means of informing high school and junior college counselors of the complete picture of business-education.
7. To promote acceptance by universities and colleges of credits in business education to meet college entrance requirements.
8. To study and understand legislative proceedings which affect business, business employees, employers, and teachers.
9. To develop and promote an improved type of teaching credential for prospective business-education teachers.
10. To inaugurate a statewide in-service training-program for business educators.
11. To constantly improve the business-education curricula for training for the higher level office positions.
12. To make surveys of successful placement records.

ENGLISH 50 AIN'T NORMAL

Ethel P. Allen, Teacher, Pomona High School, Los Angeles County

SOMEWHERE an idea was born. And as it grew it unfolded into a custom which seemed to have all of the weight of common sense and of convenience on its side. But there has been another side to this situation and, having just survived a struggle with a class in "English 50," I feel inclined to mention it.

This reference is to the custom of giving an English Placement Test for college Freshmen English and of sifting out those who fail to meet a certain standard in grammar usage. Most of these people then find their way into a class known variously as English 50, Remedial English or, in student parlance, "bonehead" English.

So far this is good. But at this point several questions arise. Should any student, regardless of whether he failed the placement test or not, be permitted to enroll in the English 50 class? If so, should he be allowed to substitute this class for a regular English class, such as senior or 12th grade English and receive credit toward graduation for it? And, is it wise to have students who fail the grammar test and those who want a review in grammar placed in the same class?

After several years of pondering over the above problems the writer has reached the following conclusions:

1. Students who fail the placement test and take English 50 in order to improve what is probably a very weak foundation

in grammar should be given credit toward graduation for the work they do.

2. Those who want a review in grammar should be permitted to join a class if they can find time, but should not be allowed to substitute this remedial work for the regular English and certainly should not be given credit toward graduation for work that is repetition of work already accomplished.

3. Students who fail in this placement test and those who merely wish a review of grammar should not be placed in the same class. The better student chafes at the elementary work on essentials which is so necessary for the other type of student who, in turn, loses heart when the work goes at a pace which satisfies his more fortunate classmate.

4. Since English 50 is a remedial class the work is fundamentally in individual problems and so the class should never be large. Twenty or less in a class would be ideal, for this would give ample time and opportunity for individual as well as group work.

5. Since many students come to high school lacking an invincible foundation in grammar usage, it would seem wise to devote somewhat more time to a grammar review in the 11th grade, which is the last year of required English. This might easily salvage more of those students whose 11th grade maturity is clarifying for them formulas and rules already encountered.

But for the ones whose grasp of fundamentals is lacking or, at most, extremely weak; for those whose contact with English as "she is spoke" at home bears only a faint resemblance to that taught in the classroom; for those whose ability and interest lies in fields far removed from grammar usage and who, consequently, have

never "did" their lessons; for those to whom the perfect tense will always be just "one of those things," the 12th or 13th year of their schooling is rather late to begin making much of an impression upon them.

Their ears are accustomed to incorrect usage of words and the right way sounds wrong. One boy, in a final test, crossed out "have gone" and wrote in "have went" because that sounded right. Most of these people will never be able to write a satisfactory college test or a composition no matter how many times they review grammar. To such as these English 50 truly ain't normal.

LEST this picture be too dark may I cite an interesting device which I have used in 11th year English. At the beginning of the quarter the class, under two captains, chooses sides. Then during that quarter I make it a point to use wrong grammar or mispronunciations, bringing these in casually as class work goes on so that the students must constantly be on the alert. Whoever catches the mistake wins a point for his side. If I am called to task wrongly by some one the point goes to the other side. If no one catches the mistake a point is taken from each score.

At the end of the quarter the losing side plans a program for the entertainment of the others. By means of this project the dictionary gets a great deal of attention and the discussions which arise over points in grammar or pronunciation are fruitful. It was through this game that one class found "ain't" in Webster's dictionary.

The writer does not claim that projects such as the above will take the place of grammar drills and reviews. But it all helps to make grammar a part of student experience. If grammar weaknesses can be corrected before placement tests expose them remedial English at any point justifies its name. And it also becomes a normal procedure.

Secretaries of the Six Sections of California Teachers Association (left to right): E. P. Mapes (Northern); Earl G. Gridley (Bay); H. W. Kelly (Central); Mrs. Alma Thompson (North Coast); T. S. MacQuiddy (Central Coast); F. L. Thurston (Southern)



INDUSTRIAL EDUCATION

CALIFORNIA INDUSTRIAL EDUCATION ASSOCIATION

George C. Ford,* President

DURING this year the members of California Industrial Education Association have their greatest opportunity to be of service to their state and nation.

Embracing in its membership teachers and supervisors of industrial arts, vocational, and national-defense training-programs, the association is called upon to help its members to give their best to an "all out" training effort for the development and upgrading of workers for National Defense.

With the objective of "service to the nation through service to membership" the state CIEA organization asks its sectional organizations to adopt a definite program for the year, a program designed to coordinate activities on a state-wide basis.

One of the principal aims of CIEA for 1942 is complete cooperation with all agencies, both state and federal, concerned with national defense.

The national defense effort can be successful only if *all* educational agencies do their parts. The CIEA points out to its members the work they can do most effectively in the total defense program.

Another major objective of the organization is the planning of suggested procedures to be followed by trade and industrial educators to minimize the economic and occupational maladjustment which is sure to follow as the aftermath of the present world conflict. Committees to deal with this far-reaching problem are already being formed. Many fine suggestions have been received which would seem to indicate that our group has accepted the challenge of a condition

to be faced in what we all hope is the not-too-distant future.

Every effort should be made by school administrators and directors of vocational education and industrial arts education to maintain the regular programs of vocational education and of industrial arts education, as the regular programs are, and always will be, the best national defense program. The regular program is a safeguard in maintaining a democracy in any country in which such democracy exists. The Defense Training Program is in addition to the regular program of vocational education; therefore, one of the objectives of the Association this year should be to expand the regular program, looking far into the future as to the part it is going to play after the national emergency ends.

The annual state convention of California Industrial Education Association will be held in Santa Barbara, probably sometime in April. Santa Barbara is famous as a convention city. The new plant of Santa Barbara State College's Industrial Education Department will be the scene of

George C. Ford, President of California Industrial Education Association



most of the convention activities.

Elaborate plans are being made for this affair to make it the best CIEA convention ever held. Tentative plans call for a full day of talks, discussions, and conferences for delegates, the annual business meeting, trips and entertainment for the wives of delegates, and an open air barbecue banquet.

With the support of Dr. Walter Dexter, Superintendent of Public Instruction and John C. Beswick, Chief of the Bureau of Trade and Industrial Education, as well as all of the other leaders of industrial education in the state, great things are anticipated for this spring meeting and a record turn-out is expected.

THE year 1942 offers a definite challenge to the members of CIEA. Many of the organization's members have been called upon to accept heavy responsibilities in connection with the defense training program and the load will not become lighter as the year advances. However, in spite of the heavy load its members are called upon to bear, the CIEA, as an organization, asks its membership to accept even further responsibilities to aid in assuring that there will continue to be one nation on the face of the earth where free systems of education and free educational organizations can endure.

* * *

Fred Rohrs, teacher, Vina F. Danks Junior High School, Ontario, San Bernardino County, recently contributed an illustrated article to a local newspaper there concerning the Boys Cooking Class; taught by Ruth Halstead, these 24 lads are proud of their culinary skill. Bruce Miller is superintendent.

* * *

Handwork in Wood, by William Noyes, revised by Albert F. Siepert, intended primarily for teachers of woodworking, is of value to all workers in wood, professional and amateur. First appearing in 1910, this standard manual is now brought up-to-date; 260 pages with many illustrations and diagrams; issued by Manual Arts Press, Peoria, Illinois; price \$3.

*Director of Vocational Education, Compton Junior College; Director of National Defense Training, Downey Union High School District; Supervisor of Education and Training, Vultee Aircraft, Inc.

JUNIOR RED CROSS

JUNIOR RED CROSS CHAPTER OF MONTEREY UNION HIGH SCHOOL

Lois S. Johnson, Teacher and Junior Red Cross Adviser, Monterey Union High School

THE Junior Red Cross Chapter of Monterey Union High School has been organized just one year. It was organized with the definite purpose in mind of offering to each student a chance to be a part of a great service organization. It was felt that each student should have an opportunity to give something of himself to others, to learn to feel a responsibility in helping to put over some great social program.

That we have partially succeeded in carrying out our purpose is evident in the spirit of enthusiastic participation on the part of the entire student-body in the program of activities offered by the Junior Red Cross.

To carry out our aim of giving every student a chance to serve along some particular line, and to have each student feel that the Junior Red Cross organization is his very own, and not

a faculty-imposed task, we planned our organization very carefully.

Much credit is due our superintendent, J. M. McKillop, who, from the first, saw the value of such a program to the student body, urged its inception, and has encouraged and nurtured the organization all along the way. The whole-hearted support of our faculty, too, has been one of the main reasons why our year in Junior Red Cross has been worth-while and most successful.

Sponsoring our chapter program is a central committee composed of seven faculty members and two students, the president and secretary of our student-body. This committee acts in an advisory capacity, and meets only occasionally. It always meets early in the school year to consider plans and projects for the year's work in the light of suggestions and recommenda-

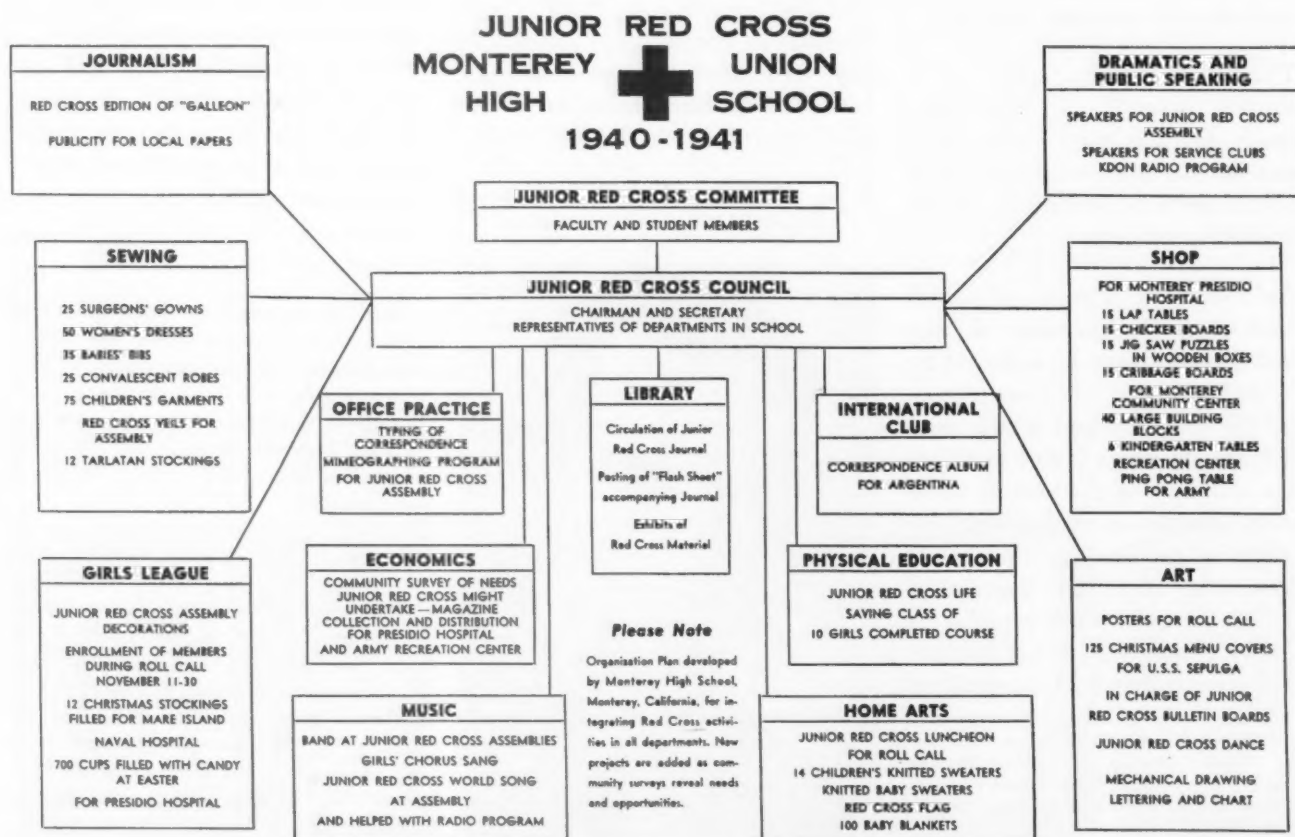
tions that may have been sent to us from headquarters.

The Council, however, is the real working and planning unit of our chapter. It corresponds to the senior chapter board. Membership on the council is considered an honor, and at present we have a "waiting" list of students who are anxious to serve on the council. To make as widespread a representation as possible, delegates are chosen from the various clubs and organized groups in our high school to act as members of the council. Officers are elected each semester, and committees are appointed to plan the various activities and see that they are carried out.

At the first council meeting of the year, each representative is given a typed list of the various committees and is asked to choose the committee on which he would prefer to work. These choices help the student chairman of the council in the formation of his committees. Regular meetings are held once a month, and called meetings whenever necessary.

A close bond is maintained between the junior council and the senior chapter board, for, by invitation, a representative from the junior council attends the regular meeting of the senior board, gives them a brief report of the junior activities, and carries back a report of some of the interesting projects being carried on by the senior chapter.

The seniors made it possible last May for the juniors to send a delegation of 25 to



the convention of the Junior Red Cross chapters at Oakland. They sponsored the printing of a special Junior Red Cross edition of our school paper that was issued during our roll-call. They have also sent speakers to our assemblies. To reciprocate, the juniors have helped the seniors with show-card lettering and with delivering of posters during roll-call, by maintaining a speakers bureau, and by helping to fill the chapter War Production quota in sewing and knitting.

Our service projects are spread out among all the various groups in our school, so that all students and all groups may have a chance to serve in some way.

Our boys in the Shop make lap-boards, writing-boards, jig-saw puzzles, checker and cribbage boards, and ash-trays of abalone-shells for the Fort Ord Hospital, as well as kindergarten-tables and blocks for the little children in the day nursery at the Community Center.

The Art Club makes all the posters and banners for roll-call, Christmas menu covers for the men in the Navy, and keeps our bulletin-board up-to-date.

Our Sewing Department gives two weeks of work in the fall and two in the spring exclusively for Red Cross sewing. This fall they are completing 50 snow-suits for little British children and are cutting out 30 additional for the Senior Chapter to finish.

The Home Arts classes have chosen knitting as their big project, and so far, have knitted 25 sweaters and 50 beanies. For their Christmas gift to the Ford Ord Hospital, they are planning to make 50 attractive flower-containers.

During our roll-call, the Home Arts classes gave a luncheon in honor of the Junior Red Cross Council officers and the roll-call assembly speakers.

Our International Clubs have taken care of our foreign correspondence; last year the Spanish Club sent a beautiful album, written in Spanish, to a high school in Argentina, and this year the Japanese Club is preparing an album to be sent as a gesture of good-will to a high school in Mexico.

The Girls League decorates for the Junior Red Cross assemblies; takes charge of the sale of buttons during roll-call; collects and distributes magazines; makes 100 tray favors for the Fort Ord Hospital for every holiday; and packed 20 Christmas-gift boxes to be sent away along with the thousands of others the Junior Red Cross shipped this Christmas.

The Physical Education department has maintained a life-saving class in which ten girls have already received their life-saving certificates. All students in school are being given first aid instruction, which we hope eventually will be comprehensive enough to earn certificates.

The Journalism class takes care of all our publicity, writing signed articles for the local papers and for our school papers. Special Junior Red Cross editions of the school paper, which have featured the work of our chapter, have appeared during our roll-call weeks.

The Drama and Public Speaking classes have planned and prepared our assembly programs,

have maintained a speakers bureau, and have had radio programs during roll-call week.

Our Music department has furnished our assemblies with special band and choir numbers, featuring especially our Junior Red Cross songs.

Our Library keeps our Junior Red Cross Journal and the Red Cross Courier on the magazine-racks, and features posters on their bulletin-boards to advertise worthwhile articles.

Our Mechanical Drawing classes were responsible for the lettering on our activities-chart, pictured on this page. They also did lettering for the senior roll-call.

The Office Practice class gives valuable service in typing letters and in doing any re-arranging we may need.

THUS, we work together, and the vague desire to be of some service to someone has become a reality and a pleasure through the program of the Junior Red Cross.

The words "We Serve" have taken on a new meaning during this one year we have been enrolled at Monterey Union High School as a chapter of the American Junior Red Cross.

THE PRINCIPAL AT WORK

A Review by Dr. W. W. Kemp, School of Education, University of California, Berkeley

HERE is the most significant book* of recent years in elementary education. Administrators who make themselves masters of the challenging details of the 28 chapters will have developed an expertness of leadership. They will have raised the profession of administering a school to a dignity commensurate with the responsibilities involved in the position. A principal at work, according to the Kyte plan, will never have to worry about community appreciation and recognition.

The opening chapters of the book present the author's overview of the potentialities of the principalship in a modern school system. A principal must be aware that he is the *professional* head of his school, not merely the disciplinarian. In this light he is accountable for its every success. He must know the community which the school serves and he must know the extent and the nature of his relations to his superior officers of administration on the one hand and to his supervisory and teaching staff and to his custodial staff on the other.

This principal must charge himself with formulating a rational and living philosophy of modern education. At this point, particularly, Kyte draws on his own background of training and experience, a background which has given him not only first-hand command of every function represented in the elementary school of the pres-

ent day, but has enabled him to select the best from both the essentialists and the progressives. Thus, artist-philosopher and craftsman, he presents a body of guiding principles that appeals to one as sensible and thoroughly workable, — indeed, ahead of anything in the field.

Chapters on routine matters cover such things as the scheduling of the principal's own time, beginning and closing of the school year, directing the work of janitorial service, responsibilities as to fire drills and fire prevention, the secretarial and clerical needs, and the problems of supplies and equipment. Chapters on organization include a consideration of the entire employed personnel, and the adjustment of pupils.

Chapters on the supervisory aspects of the principal's work reveal a superb insight into the possibility of distinct leadership through this group of duties involving matters which in so many cases have been the source of serious friction between administration and classroom. Finally a chapter on the principal's responsibility in dealing with the newer problems of appraisal and measurement offers a range of most helpful material which the author has assembled from recent research in elementary education.

There are selected and classified lists of up-to-date references to be found at the end of each chapter. They add much to the value of the book.

THIS reviewer, for one, does not believe that summer workshops, popular as they are, can begin to analyze the multifarious processes involved in the administration of an elementary school with such thoroughness as that which is comprised in this volume. It should be read attentively by every superintendent having elementary schools within his jurisdiction, and it should be a must with every elementary principal.

* Kyte, George C. *The Principal at Work*. Ginn & Company, 1941, 496 pp. See also the November, 1941, issue of this magazine, page 33.



Anna Lancaster McKenney of Marysville

Pioneer Teachers

YUBA County is blessed in the realization that she has, today, living within her boundaries, courageous women, who spent a greater portion of their lives guiding the footsteps of youth in the ways of righteous living, economic well-being and loyal citizenship to home, state and country.

These valiant women are not in the classroom any longer. Their boys and girls of school days are now the "grown-ups" of our communities. Teacher and child of yesteryear are true friends, faithful comrades, respected citizens.

Mrs. Anna Hare, Josie Sheehan,* Mrs. Alma Dixon and Mrs. Margaret Devoe have been retired for a number of years. Mrs. Hare and Miss Sheehan are both residing in Marysville. Mrs. Dixon has a cosy home in the foothills of Yuba County near Dobbins and Mrs. Devoe lives in District Ten—the valley along the east bank of the Feather River where the valley-oak grows in stately grandeur.

Anna Lancaster McKenney, 4th grade teacher in Marysville Elementary School for many years, resigned June 1941 with a fine record of service. And now, Miss McKenney tells her story:

My first teaching experience was in a little one-room schoolhouse in Plumas District, Yuba County. The attendance was large, 38, as I remember it now. An ungraded school was something entirely new to me, and as I worked so hard getting my program arranged it all seemed so formidable that I went home that first night dead tired, and sure that I had missed

my calling. However, I told that to no one, soon had things systematized, learned to love my work, and have loved it more and more as the years have gone by.

I think that district paid the least of any in the county, \$55 a month for the 8 months the school was open. Those were horse-and-buggy days of course, and as the roads were terrible in winter and frequently covered by water, school was held from September through December, then a vacation was taken until March, when it was again opened and continued through June.

I was fortunate in finding a boarding-place a quarter of a mile from my school with a fine family named McMurry. One of the daughters and my former pupil, Mrs. Ella McMurry Hawkins, is now matron of the lovely home in San Francisco maintained by the Native Daughters of the Golden West.

I had 3½ years with the splendid people in that district before I secured a position in the elementary school of my home-town, Marysville. This school was on B and Seventh Streets, and contained 8 rooms. The principal, in addition to his other duties taught the 8th grade. For 21 years I taught in that building with six different principals. I have had charge of grades 2-5, but the 4th grade is the one that seems especially mine.

A new school was built on F Street, extending from Sixth to Seventh, while a new high school in the same block was built facing G Street. Additions have been made to our building, and as the enrollment grew, a building for primary pupils was erected in the adjoining block. It was called The Mary Covillaud School in honor of the pioneer woman for whom Marysville was named.

Our building is called the Grammar School, and in it I have spent 31 years of my teaching

life, occupying the same room, next to the office of my principal and good friend, Walter Kynoch. The school now employs 20 grade teachers, two music instructors, a domestic science teacher, and a teacher for the manual-training department.

I have taught much longer than most teachers, but I have been blessed with wonderful health, I loved my work and I love children. I have tried to impress upon all those loaned to me for a year or longer, an abiding love of country, respect for our flag, and an appreciation of good literature, so that books will be their friends through life.

I am proud to have taught many of the business and professional men of our town and their children, but I felt I'd better quit before the third generation was put into my charge, so in June my long teaching career came to an end.

Many have asked me if teaching didn't become monotonous. It seems to me they forget the human equation. There can be no monotony where children are.

A great satisfaction to me is the fact that so many of my children remember me, not just those of recent years, but those of the long ago. Of my hundreds of Christmas greetings more than half are from my children. They know that means much to me, I'm sure, and that I shall always be interested in them and in their families.

May I close with one of my favorite quotations:

"Teachers cut their hearts into a thousand pieces
That there may be a bit for each,
There is so much mothering to be done.
Perhaps that's why God hasn't blessed more teachers
With children of their own."

CLASSROOM TEACHERS

CLASSROOM TEACHERS DEPARTMENT, CTA NORTHERN SECTION

Lottiellen Johnson, President; Teacher, Sutter Junior High School, Sacramento

NEW officers elected for the next two years: Frances Fotheringham, Orland, president; Mark Smith, Alturas, vice-president; Mrs. Edith Armstrong, Capay, secretary; and Thomas Flynn, Placerville, treasurer.

Our business meeting was a breakfast, and those who attended enjoyed the early morning hour. That the classroom teachers do not realize the opportunity afforded to become acquainted with one another and with the work of the Classroom Department of California Teachers Association is very evident.

Too many are willing to leave all the business to some one else and then to bitterly criticize. Our department is young and we are learning.

The new officers will take us forward.

They are enthusiastic and trained in organization work in other fields. For 1942 the retiring officers ask the whole-hearted support of the group for each undertaking sponsored by our executive board.

As we step into 1942, we can express our thankfulness for living in the United States of America through the words of this 8th grade girl at Sutter Junior High:

When so much of the world is in trouble
And our own land is feeling the strife,
We are thankful to grow up in freedom
Which gives so much value to life.

We are thankful for the love of our parents,
For the homes and the food they supply,
For our churches, our schools and our teachers,
And their interest which money can't buy.

* Passed away November 18, 1941.

If we try day by day as we're growing
To turn thankfulness into good deeds,
We can work toward America's future
And be part of that strength which she needs.

— Kathryn King.

On November 17 the Classroom Department held a tea for all teachers attending the convention in Sacramento. The Young Womens Christian Association building is a delightful place for such an affair. Many dropped in to meet old friends and while there made new ones. The Northern Section Department has stressed **friendliness** among teachers. The better we know one another the more successful we will be. We then feel that we are all one big family. Many expressed the hope that a praiseworthy precedent had been established.

CTA Northern Section held its 11th biennial convention and teachers institute in Sacramento, November 17-19. The theme was Building a Stronger America. The human product of a nation is its most valuable asset. If only a portion of the people of a country are properly fed and clothed, the smoldering resentment of the underprivileged will burst into flame and

destroy those who calmly enjoy the luxuries of life.

The Public Schools of America have a wonderful opportunity to lead the way in conserving the morale of our people. They have the added chance to provide leaders for today and for the future. The greatest problem of our times is the unequal distribution of food stuff in a land of plenty. The business-men are seeking new markets for their commodities while countless persons are suffering for the very necessities of life. The solution, when it comes, will be the contribution of some student now in our schools.

The Classroom Department decided that the classroom teachers can do something now to help. They did not want to go back to their school room with a let-down feeling and that hopeless remark "What can I do about it?"

They accepted the constructive ideas presented at the meeting of the Classroom Presidents, the Junior Past Presidents, and the Presidents and Secretaries of the six Sections, held at state headquarters in San Francisco in October. With the approval of superintendents and principals a helpful program will be initiated.

State Funds for Schools

KENTUCKY recently has been successful in adopting a Constitutional amendment which gives constitutional guarantees to the public schools and thus assure its 250,000 children a better chance educationally than they previously had. W. P. King, executive secretary of Kentucky Education Association, has written to us as follows:

Kentucky is still looking toward the stars. On Tuesday we broke a tradition of many years standing by amending our Constitution so that we will no longer have to distribute all our state school funds on a per-capita basis.

"The KEA feels a little boastful about this victory, for we not only carried the amendment but we did so by the largest majority ever given in the state on any issue. The vote is not all in yet, but every report increases our majority, which is now past 125,000, — over six to one.

"This is a good example of what a united profession can do if they put their mind on big things and do not waste time and energy quibbling about trifles.

"We have a good Governor, and a top-flight State Superintendent, and we worked together to help a quarter-million youngsters have a better chance.

Spreading Goodwill for Public Schools

The Public Schools have an unusual opportunity to spread Goodwill. During these tense days, the Public Schools should be the light spots, spreading happiness throughout the community.

This can be done best through a more friendly teacher-teacher relationship, a more friendly teacher-pupil and parent relationship, and a more friendly teacher-community relationship.

Friendlier Teacher-to-Teacher Relationship Through:

1. Teachers addressing one another by first names when not in the classroom.
2. Getting together frequently for social events that are not elaborate.
3. Refrain from teasing or making amusing personal remarks; some persons have their feelings hurt easily.
4. Refraining from too much shop talk at the luncheon hour.
5. Complimenting effort and achievement on the part of other members of the faculty.

The teaching job is a difficult one. The attitude of the members of the faculty one towards another, if pleasant, can reduce unnecessary strain.

(This chart was prepared by Lottliellen Johnson. — Ed.)

Friendlier Teacher-Pupil and Parent Relationship Through:

1. *The Telephone call.* Teachers report by telephone calls the worthwhile efforts and accomplishments of pupils. Make the range of homes receiving these calls large.
2. *The Personal Call.* When the telephone is not available, the teacher can substitute a home call.
3. *The Written Note.* A note written by the teacher commending the pupil could be a second substitute for the telephone call.

In many instances the schools have assumed that "no news was good news" with the result that only direct contacts have of necessity been unpleasant. It is time that we remedy this unfortunate situation.

Friendlier Teacher-Community Relationship Through:

1. Teachers relating pleasant incidents that happen at school when talking to those outside the profession.
 2. Teachers telling the many worthwhile things that are being done for the children other than drill in the three R's, such:
 - a. health services
 - b. cafeterias and hot lunches
 - c. student participation in self government.
 3. Teachers refraining from discussion of the problem children, especially the so-called Z group.
 4. Teachers participating in organization work outside the profession, thus becoming a helpful part of the community life.
- Teachers can be good salesmen. The Public Schools and free Public Education are the most important factors in maintaining our Democratic Ideals.

UNITED FOR DEFENSE

THE REMARKABLE ARMISTICE DAY CELEBRATION AT ONTARIO

F. L. Thurston, Executive Secretary, California Teachers Association Southern Section, Los Angeles

ANNUAL Chaffey District* Armistice Day Celebration, held in the Chaffey Stadium, had as its theme this year America United for Defense. The Great Armistice, a religious pageant, created and directed by Fred Graham, dean of boys in the Vina F. Danks Junior High School, of Ontario, afforded an inspiring climax to a sincere recognition of our national Armistice Day.

A day of sunshine, under a sky flecked with just enough clouds to temper the warmth, brought thousands of citizens from Ontario, Upland, Fontana and many other communities in that attractive section of California, filled to overflowing the bleachers of the Chaffey Stadium and left many hundreds standing in vantage points about the field.

The celebration began with a well-organized parade of floats entered by the service clubs and other civic organizations, interspersed with bands and marching and mounted units. The parade moved through the business section of the city, northward on Ontario's beautiful and far-famed Euclid

Avenue, and turned into the Stadium and circled the track. Floats parked and marchers seated, attention was then centered at the chairman's platform.

The pageant was produced by 500 students of Vina F. Danks Junior High School in Ontario, Upland Junior High School, and Fontana Junior High School, music being furnished by Chaffey High School and Chaffey Junior College music departments. A great white cross erected on a substantial base, which gave it the appearance of stability and security, stood in the center of the rectangle of the football field. Rows of little white crosses, like those of Flanders Field, radiated from the central cross to the boundary lines of the field. The 500 students marched onto the field in excellent form, each taking his stand beside a cross, placed a wreath on the cross, and then knelt thereby.

The announcer explained the pageant had grown out of the needs of our times and the realization that for free men in a Republic the spirit of Christianity alone can preserve our liberties, founded upon the Rock of Ages at

Plymouth in 1620 and spreading its influence to the challenge of 1776.

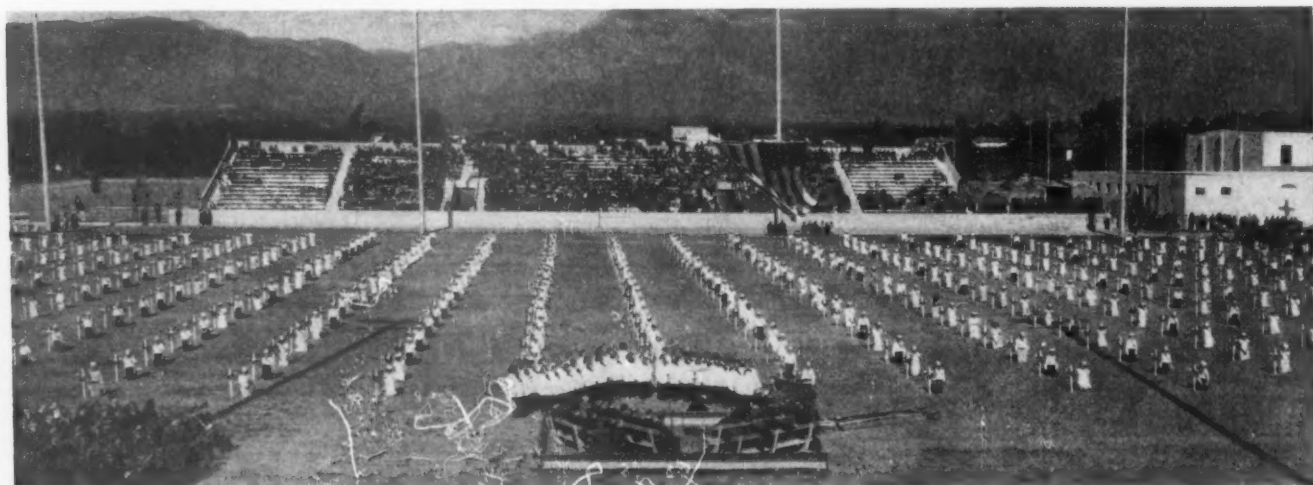
"The Great Armistice" refers to the Crucifixion as the victorious sacrifice of the Christian Ideal. That great Symbol of Sacrifice, that humanity might live in peace and righteousness, needs rebirth in the minds and hearts of our people today as never before. Our first line of defense in which America must be united is a spiritual one.

The students seated themselves on the greensward, each one beside a cross, and the program of instrumental music, choruses and community singing was opened, under leadership of S. Earle Blakeslee, accompanied by the Chaffey Band, directed by Murray Owen, by singing Onward, Christian Soldiers. Then followed singing of the great songs loved throughout Christendom, several patriotic songs, spirituals and choruses, interspersed with numerous brief readings from the Scriptures, pronounced by the interlocutor, Edward C. Pierce of Occidental College.

As the volume of song rose and spread over that peaceful valley, coming from the audience seated principally on two sides of the stadium, with the purple Sierra Madre Mountains as a background, one was led to think of that greatest pageant of antiquity, when the Hebrew people arranged partly against Mount Ebal and partly against Mount Gerizim,

*San Bernardino County. See also this magazine, September, 1939, page 36.

The annual Armistice Day Observance in the Chaffey Stadium by the Ontario schools and community



chanted in antiphonal manner the Laws of Moses.

A community in which adulthood and youth find a common interest in appreciation of moral values becomes itself an institution for developing a high plane of living and a united citizenship.

The uplift of that beautiful Armis-

tice Day celebration and participation in the program of "The Great Armistice will surely long be remembered by all those who had the privilege of being present. Fred Graham, who created and directed the pageant, and all those who assisted him, deserve credit for a great program, beautifully given.

properly filling out an entry blank, offers splendid opportunities for developing originality, precision, independence, thoroughness, and countless other qualities.

One of the student committees developed socially by serving as hosts and hostesses to hundreds of visitors. The work embraced welcoming many old and new friends, directing them to the sign-up book, and guiding them to the various exhibits.

What a far-reaching effect such a program has in establishing a closer public relationship! One could not help but notice the mutual interest of parents and friends of the community as they lingered at the children's show to enjoy the many interesting phases of such an educational project.

A keener appreciation and knowledge of surrounding beauty has been gained. As the pupil gathered his wild flowers he eagerly sought the name of each variety and so became familiar with wild flowers native to San Mateo County — and incidentally added numerous words to his vocabulary.

Many Valuable Lessons

The Flower Show was satisfactorily correlated with social science in an intermediate grade where the pupils were studying Colonial history. Here was a splendid opportunity for learning how to make old-fashioned bouquets the way the "crinoline" children did. Each pupil gathered as many flowers as he could. Then he willingly shared or exchanged with other members of his class. That the children learned valuable lessons in color harmony, symmetry of design, and artistic arrangement of flowers in such an activity, was evidenced in the beautiful bouquets created by these young students.

Such a program as this lends itself effectively to the development of those traits of character which underlie democracy, namely, initiative, resourcefulness, industry, and co-operation.

STUDENT FLOWER SHOW

Vida Setench, Teacher, Intermediate Grades, Edgemont School, San Bruno, San Mateo County

One of the series of special events planned by San Bruno public schools to maintain a friendly interest throughout the community in its schools is the Annual Flower Show.

While the educational values which are discussed in the following article are of great value, the public relations virtue of the show is even more important.

Since all children participate in some manner, all parents become aware of the school activity. Hundreds of them visit the school buildings where they meet and talk with teachers under most favorable circumstances.

Considerable space in the columns of the local newspapers is devoted to preliminary announcements and to listing prize-winners.

The awards for succeeding in any classification are treasured from year to year, many families priding themselves that one child after another has won one or more awards from the Flower Show. The merchants in the business section display posters advertising the show.

Probably no single event wins more widespread approval of the work of the schools in San Bruno than the School Flower Show. — Henry C. Hall, Superintendent, San Bruno Park School District, San Mateo County.

ONE of the highlights of the spring term in San Bruno is the annual Flower Show, sponsored and conducted by pupils of Edgemont and North Brae Elementary Schools.

Since the exhibitors are the children themselves, the full responsibility for making the event a success rests upon them. For nine years, the Flower Show has continued to thrive because

of the enthusiastic response of these young participants.

The show is competitive. The winners are determined by a committee of capable art and floral judges from the community. First, second, and special awards for each separate classification are designated by colored ribbons.

The publicity is carried on through the medium of advertising posters drawn by the children. The best works of art are displayed in store windows throughout San Bruno's business section.

The Flower Show is artistically set up in a large school gymnasium and lasts for three days. It offers a diversified field of more than twenty different types of exhibits. A child is free to participate in as many events as he desires.

The show is not confined to cultivated flowers alone. There are such unique classifications as miniature gardens (not to exceed four square feet), model airplanes and boats decorated with flowers, booklets of pressed wild flowers growing in San Bruno (and there are many varieties); floral emblems and designs; posters, free-hand drawing, finger painting, spatter work, and various types of handiwork bearing floral motives.

The active participation of the children in this enriching experience bears much fruit. The child's individual responsibility in preparing and arranging his exhibit, labeling it, and

NATIONAL DEFENSE

"R" FOR READINESS ADDED TO "3 R'S" IN SCHOOLS CONTRIBUTION TO NATIONAL DEFENSE PROGRAM

Lloyd G. Jester, Instructor, Auxiliary Police Training for Civilians, Albany Evening High School; Robert G. Dennis, Principal, Albany Evening High School

RECOGNIZING the need for planning, organizing, and coordinating their community program, representatives from Albany defense agencies and from the American Red Cross recently met with Robert G. Dennis, principal, Albany Evening High School; and together they formulated the following aims and objectives for a coordinated civic-school defense program for their city.

1. To coordinate the governmental, community, civilian, and school agencies in a general Defense Program.

a. By housing auxiliary police training, first aid, and other classes of the defense program.

b. By providing trained instructors for this work.

c. By making the Defense instruction a part of the adult education program.

2. To make the public aware of the need for a general Defense Program.

a. By offering instruction in such phases of the Defense Program as are possible.

b. By educating the public to a recognition of the need for participation of each individual in some phase of the educational Defense Program.

3. To equip the individual with sufficient knowledge to permit him to make a constructive contribution in time of disaster or emergency.

a. By training him to do the proper thing at the proper time in some phase of the Defense Program, so that in time of trouble the citizen's role becomes automatic.

b. By training him to know what should not be done under certain situations.

c. By training him to remain calm and to follow the instructions of authorized leaders in time of emergency.

4. To lead the individual to a realization that the Educational Defense Program is, in virtually all respects, a preparation for meeting everyday emergencies.

a. The First Aid work equipping the individual with a knowledge that should

1. Be of use in every household.

2. Make him aware of home and traffic dangers.

3. Lead him to diagnose proper and im-

proper ways of handling injured or ill persons.

4. Make him familiar with safety measures, devices, and procedures.

b. The Auxiliary Police Training class equipping the individual with a knowledge that should

1. Make him more discerning.

2. Lead him to recognize dangers and the sources of danger about him.

"A community program with such aims and objectives," asserted Frank V. Hays, mayor of Albany, "has more than war-emergency training as its goal. Training its citizens to meet intelligently the peace-time emergencies of fire, flood, earthquake, or accident is a wise and necessary program of education for any community at any time."

The accompanying pictures illustrate a coordinated school and com-

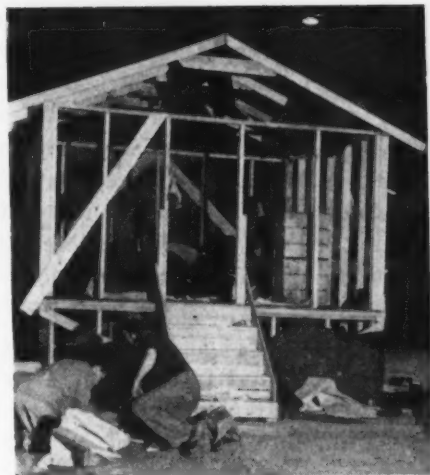
munity project. This project served the dual purpose of introducing the Albany public to the first steps in a planned program for civilian defense and of showing the work to be done by civilian volunteers trained in defense classes to meet emergencies.

With the cooperation of recently trained defense units, and under the supervision and leadership of Instructor Lloyd G. Jester, there was enacted in Albany for the first time in northern California a complete presentation of what actually happens during and following an air raid. This demonstration was witnessed by over 700 people, 200 of whom represented the American Red Cross units, ambulance corps, citizens' defense committees, and other organizations throughout Alameda and Contra Costa counties.

Approximately 50 people participated in the air-raid demonstration. After a three minute black-out period, accompanied by recorded air raid sound effects, the auditorium lights were turned on to show the work of auxiliary police, auxiliary firemen,

Albany High School Auditorium-Gymnasium during disaster scene. First Aid workers, under supervision of Mrs. M. Elizabeth Orton and C. E. Morris, First Aid instructors, Albany Evening High, are attending to injuries of "victims" of air raid. Members of Auxiliary Police Training class are removing debris. Photo by the Photography Class





Disaster scene created by Street Department workers. Photo by Mauri Gould

first aid units, sea scouts, air wardens, bomb squads, and demolition and clearance crews.

EXTENSION of the plan for the "greater integration of all community and civilian agencies in a long-range program of service will continue as a school project," declared Paul C. Bryan, superintendent, Albany City Schools. "We in the schools are interested in providing people of all age groups with the opportunity to learn emergency preparedness for a possible tomorrow of war; we are even more interested in enlarging the individual's concept of the avenues of service for each of us in the working peacetime democracy of today."

* * *

Two important recent monographs of Society for Research in Child Development are 1. *The Hearing of School Children*, and 2. *Social Influences Affecting the Behavior of Young Children*; price \$1 each; address National Research Council, 2101 Constitution Avenue, Washington, D. C.

* * *

At Kings County Teachers Institute (J. E. Meadows, county superintendent), important resolutions were adopted on child labor; school public relations; highly commending CTA placement services; commending inter-county athletic contests; commending CTA State Committee on Teachers Retirement; urging CTA State Committee on Teachers Tenure to study possible changes in the present law with a view to correcting abuses; and others.

THE OPENING DAY

Joe Nightingale, Eighth Grade Teacher and Vice-Principal, Orcutt Union School, Santa Barbara County

MANY times the first day of school is a big problem. The teacher has made all arrangements in the classroom and everything is in readiness, but when the children arrive the teacher sometimes becomes "lost."

In many schools the students are returning to the same teacher. In this case the situation is somewhat more harmonious, but where the students are returning to a new teacher there is a certain reaction that may result in lasting desirable and undesirable attitudes. It is very important that the teacher should have a plan made for the first day of school. Without such a plan he may become rattled, lost, and uncertain about what to do next.

The problems of the intermediate and upper grades can be met easily by giving the student a questionnaire to fill out. This questionnaire can be a valuable source of knowledge for the teacher and it can offer a basis for a very good class discussion on the opening day. The questionnaire can be constructed by the teacher or she may use one like that appearing at the end of this article.

If she uses the questionnaire that appears at the end of this article she may learn much about the student's standard of living from the answers obtained on num-

bers 5-11. From line 12 she may learn something about the student's reading interests. The reading interests that have or have not been developed will be valuable in planning the reading program. Answers received on lines 13, 14, and 15 will reflect the special interests of the student. Many times the teacher would have to spend much time learning these special interests.

Answers that appear on lines 16, 17, and 18 will give the student a chance to express things that he may have wanted to express for a long time. From these answers the teacher can tell for which subject she should tend to create a stronger desire. The answers that the students give should be regarded as open-mindedly as possible. The teacher should not have any reason for exhibiting anger or temper when she learns that her pet subject is least liked and considered the least important. She should instead make that subject as interesting as she can.

The rules that are written on the back of the sheet by the students can be used to start a class discussion the first day. Students will want to tell about their reasons for rules and in this manner the class soon becomes socialized and the teacher can capitalize on this. From the rules that are suggested by students the teacher may guide the class into a unit of government or manners.

If a record card is kept for each student the teacher should record important items such as likes, dislikes. The questionnaires should be kept where the teacher may refer to them from time to time. They are definitely a value in understanding the individuals as well as the whole class.

Here is the Questionnaire We Use at Orcutt

1. Name (First, Middle, Last). Age.
2. In a short sentence tell where you live.
3. Mailing address (Box No., R.F.D. No., Street No., City).
4. Date of birth (Month, Day, Year).
5. Father's name, occupation.
6. Mother's name, occupation.
7. Do you have a telephone? If so, give the number.
8. Which language or languages do you or your parents speak at home?
9. I have ... brothers and ... sisters.
10. Do you have running water in your home?
11. Do you have electricity in your home?
12. (a) About how many books or magazine stories have you read during vacation? (b) Do you get a daily paper?
13. Name the clubs to which you belong. (Scouts, 4-H, Campfire Girls, etc.)
14. What is your hobby?
15. Name the things that you would like to be when you grow up.
16. Which subject do you like best?
17. What subject do you like least?
18. (a) Which subject do you think is really the most important? (b) Least important?

Whenever people meet in a group it is necessary to have certain rules. On the back of this sheet write five rules that you think we should have for our room or for our school.

COOPERATIVE TEACHING

Douglas Conway, Teacher, Zeibrightmine School, Placer County

THE education of children today is a complicated process. We think, today, of developing the whole child. In order to do this, the home and school must cooperatively work together. Further, the home must extend its boundaries to include the community — and its effect upon the child.

Today, more and more communities, homes and schools are working cooperatively to lead the whole child into worth-while, mature citizenship. However, there are still homes which have not, as yet, envisioned the coming of cooperative teaching.

Robert Frederick says, in fact: "The slightest change causes a sensation: if parents are not prepared for such a change, it meets defeat and condemnation by an uninformed public; for never will the public accept the unknown."¹

How can a teacher facing parents of less enlightened homes, bring to these homes and to the parents of such homes an understanding of the school so that such parents and teachers will work cooperatively together to make a better parent, and a more uniformly good teacher with a better child as the inevitable result?

Perhaps, one of the more essential attributes for cooperative teaching is the personality of the teacher himself. It seems that such a teacher should have a wholesome personality generously endowed with tact and diplomacy. He should be judicious in his public opinions and remarks; broad-minded, tolerant, ethically cautious, have self-respect, be emotionally stable, and have much "common sense" — either acquired or native.

Such a teacher would be able to actually teach in a pleasing, poised, and tactful way, realizing that many parents are satisfied and understand-

ing if they feel their children are learning something, making desirable progress, and developing worth while manners and character traits.

He would be interested in the other fellow to the extent of helping others and trying to understand them.

The Cooperative teacher would know as many phases of his community as possible: backgrounds, philosophies, religions, recreations, and vocations.

The Cooperative teacher might find it of benefit to know and have the support of people who are community leaders for they can often help lead those less understanding to a more enlightened involvement.

Sensing the pulse of the community is also of advantage for, many times, coming events cast their shadows before them and it might be wise to be prepared to bring better understandings.

In the class room, the Cooperative teacher might find it advantageous to know each child as well as possible: his mental, physical, emotional, schoolastic and social maturity; his home life and environment; his parent's vocations and recreations.

Gracious Planning

Knowing these facts, the Cooperative teacher might, then, graciously obtain each child's understanding of him and of his methods, introducing each newer idea slowly and cautiously, making sure that each new step is understood, evaluated, modified to fit the needs and desires of the group, and that such is whole-heartedly accepted by each child, as an integral part of his desire for self-growth toward useful, present and future adult citizenship.

After the children have learned to work together, parents less understanding of modern school methods, could be invited to join groups such as the PTA, for PTA groups, today,

are trying to become the answer to the three-fold problem of the parent: to know the child through child-study and parent-education; to cooperate with the school in his training through shared participation with teachers and educators; and to control and build his environment through the development of public opinion and civic activity.

Some parents might be hesitant about coming to PTA meetings. They may feel unequal to others, prejudiced, or ill at ease. The Cooperative teacher might visit such parents, make them feel their presence is desired and wanted; and upon their arrival at the PTA meeting, welcome them graciously and introduce them to others, who have been previously prepared to make them feel at ease and an integral part of the group.

Use Key People

At such meetings, and until others evolve and develop toward leadership, KEY people, whom the teacher has cooperatively brought to a realization of basic cooperative teaching understandings, would present newer Educational approaches, hold discussions and stimulate thinking in which all would be encouraged to participate, and share experiences and understandings.

Demonstrations of school work might be given, discussions held, and cooperative evaluations made.

Parents would be welcome to attend the daily school and see school work in progress.

By such procedures, gradually, all members of such PTA groups would become united by a basic philosophy approached in a cooperative and friendly way.

PTA groups might also work toward a cooperative basis of their own by stimulating such enterprises as card parties, teas, sewing circles, and other activities in which the group, as a whole, works together for the greatest common good of all.

Should fees be charged for public affairs, such monies may be advantageously used to purchase things of benefit for child growth: playground

1. Robert Frederick, *Directing Learning*, Appleton-Century Co., 1938.

equipment, a piano, radio, rainy day games, curtains, or other desirable needs.

Such PTA groups might encourage parent growth by presenting speakers who would hold discussions on such subjects as dietetics, home planning, child training, parent hobbies, and along any other group-adult growth needs.

TOGETHER, parent and teacher groups, working cooperatively, may bring an understanding of the aims of education; they may learn to know school needs, plans, and procedures, and how to help execute such plans; they may succeed in linking the school and community together; they may stimulate an interest in school elections; they may bring the community and teachers into a more harmonious relationship; they might support teachers, when such teachers are in the right; and they may supplement the efforts of the school board.

Further, they may become truly democratic and help each other; they may encourage regular and punctual attendance and child home study; they may "sell" the school to the community; they may help enact sane and progressive legislation; they might frown upon whispers and encourage speaking frankly and in private to teachers; they may encourage each other to do better work by a sympathetic understanding rather than by antagonism and harsh criticism; they may place a higher value on children's work and accomplishments; and, together, they may prevent undesirable, destructive criticism.

With such a program, there would be much newspaper publicity in local papers. Parents like to read of their children's school work, and of newer trends in education. Newspaper publicity, other than just school sports, should be greatly encouraged.

Cooperative teaching is a teaching that entails constant analysis, planning, goals, reconstructions and evaluations. It requires an objective and a positive attitude. It requires a faith in self and others. For the teacher, it seemingly requires much back-

ground in the fields of sociology, psychology, education, philosophy, human relationships, and "salesmanship". It requires much strength, fortitude and courage.

However, scientific, modern education is worth understanding. It is truly democratic and worth while. Further, it must have the understanding and cooperation of the child and the community.

In Groups and Out Groups should become We Groups.

There should be a Primary Group Relationship which would break down barriers by a Group Interest.

There should be a Group composed of "key" people who will bring a dignified, democratic understanding of modern education, because in our democracy all democratic principles are accomplished by "key" people.

Further, Group Behavior is either cooperative or oppositional. But, the greater part of human effort, in order to bring satisfactions, is devoted to getting along with people—and co-

operation, while it may be rooted in heredity, is not exactly an inborn, natural instinct, it is largely acquired, directed and developed as part of a culture!

In order to develop the whole child and to bring understandings to communities and to parents, real teaching can and must change attitudes, teach thinking, bring understandings, appreciations, and cooperation.

* * *

Orange County Association for Childhood Education is hostess to ACE Southern Section on **January 10**; a breakfast meeting in the Educational Building, First Christian Church, Santa Ana.

9:30 Breakfast.

10:30 Business.

10:45 Legislative Report.

11:00 Speaker: Helen Heffernan, Chief, Division of Elementary Education and Rural Schools, State Department of Education, on "Modern Trends in Education."

Reservations may be sent to Alice Martin, 1012 North Main Street, Santa Ana, by noon, January 8; price 70 cents. — Mary Ward, Publicity Chairman, Orange County Association for Childhood Education.

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SALUTE THE FLAG

VERSE-CHOIR PROGRAM CENTERING ON THE SALUTE TO OUR FLAG

James Gulick, Teacher, Livermore Elementary School, Alameda County; Alton E. Scott, Principal

OUR Flag Salute, like many other classical pieces of literature, is not understood by pupils. This is easily demonstrated by the mechanical way in which they recite the salute to our flag.

We saw the need in our 7th grade to correct these shortcomings. The answer for this need could be met through a program which would explain the Flag Salute in language which the pupils used in every-day conversation.

Good diction and effective phrasing and expression would be gained during preparation and presented for the rest of the school at a regular assembly program.

How many words do we find that are beyond the understanding of a 7th-grader in the Pledge of Allegiance? What is a good way to study the meaning of the Salute? How should the Salute be phrased when it is given? How should the many rituals for saluting be adapted for school use, or should all use the same form for salute at school?

To answer the first question, *pledge, allegiance, republic, nation, indivisible, liberty and justice* present word meaning difficulty. We divided these words among the rows of the class for word-study and their application in every day citizenship. Each row formed a committee responsible for word meanings and illustrations to explain them. The results will be found in the verse-choir adaptation given in the body of this article.

Phrasing the Pledge of Allegiance for breathing is the most overlooked factor in its recitation. To teach other classes in the school the right phrasing was our original objective in working out a verse-choir program. Phrasing of the Salute is indicated by an asterisk for each breathing-pause:

I pledge allegiance to the Flag of the United States of America* and

to the republic for which it stands*; one nation,* indivisible,* with liberty and justice for all.

There are just four pauses for breathing.

There should be no pause after flag. Generally this pause is made unconsciously because we are extending our palms to the flag at this point. However, there is no punctuation to demand a pause. Any child can easily hold his breath long enough for this pause. It is necessary to pause correctly to give meaning.

We use the ritual approved by the American Legion Committee for Alameda County for the study of the Flag Salute. This committee was formed subsequent to the agitation Walter Winchell had aroused through his protest to the "outstretched hand" ritual for the Flag Salute. The American Legion committee declared that we had used that Salute in a beautiful symbolization of the offering of our hearts to our country, long before the days of Hitler.

Therefore, we start the Flag Salute with the leader calling: "Salute!" after which we follow immediately with the words, keeping the right hand over the heart and extending it on the words "to the flag." We return the hand to the side at the close.

It is to be hoped that this article will help to establish a national form for the Salute so that at all school or large public gatherings one form will be used. We should all salute the Flag in the same manner and with the same whole-hearted devotion at each public school recitation of the Salute.

Now we have come to the exposition of the Salute through the use of a verse choir. Every group has its own strong points in the form of personages for diction, pitch, and sectional blending and volume that help to determine the arrangement of voice-plotting. Furthermore, each

group will have its own arrangement of examples. Choices will vary considerably with different groups.

However, through the practice of this form, most of the possibilities for a verse-choir adaptation of this recitation or the recitation of the American's Creed or the Conservation Creed will be unfolded to the teacher.

Boy Leader: Do you know that thousands of school children salute the American Flag and don't know what they are talking about?

Girl Leader: We get so used to saying the Flag Salute every day that it becomes a mere jumble of words without any meaning . . . or feeling.

Second Boy: What does "I pledge allegiance" mean?

Girl Leader: A pledge is a promise.

Second Girl: Like the promises of the knights of old.

All of the Boys: Boy Scouts!

All of the Girls: Girl Scouts!

Low-Voiced Boys: Robin Hood!

High-Voiced Boys and Low-Voiced Girls: They stood by what they said. We should like to do this.

Low-Voiced Boys: "Allegiance means faithfulness . . . To stand by our promises.

High-Voiced Girls: Our parents believe in the Flag. They are proud we salute the Flag of the United States.

All of the Boys: The United States stands for peace.

All of the Girls: And preparedness.

Three Girls: Our country tries to see that nobody goes hungry.

Two Boys: Our PTA gives away many lunches to underweight children.

Two Leaders: No one should be ashamed to take relief when their children need food.

Two Boys: Our Red Cross helps people in war or famine. We have one of the oldest Junior Red Cross units right here in our school.

All: Livermore Elementary School

Girl Leader: In America anyone can work at what he wants to be or do. What his father did or how much money his father had or made makes no difference.

High-Voiced Boys and Girls: And to the republic!

Low-Voiced Girls: A Republic is a government elected by the people. It can win or lose office by a vote of the people from time to time.

Boy Leader: To be a good citizen I have to respect the Flag.

Five Boys: Our Flag belongs to everybody who is a citizen of the United States of America.

All: One nation, indivisible.

Two Girls: If our nation were not in-

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Editor, MONROE

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divisible any state could leave to get out of paying taxes.

Three Boys: Or to make its own money.

Five Girls: Or to tax something made in another state.

All of the Boys: If California were attacked 47 other states would protect us.

All of the Girls: All of the stars in the Flag stand for all of the states.

Three Girls: No state can quit!

Two Boys: Why should we shirk our duties?

All: We are all for one and one for all!

Low-Voiced Boys: "Justice" means that our country is honest. We play fair. We keep our promises.

Girl Leader: When a person becomes an American —

Boy Leader: A U.S.A. American —

Four Boys: He is no longer a Swede . . .

Three Girls: Jew . . .

Three Boys, Five Girls: Portuguese . . .

High Voices: Russian . . .

Low Voices: Irishman . . .

Two Leaders: Czech . . .

All: But an American!

Closing with all singing "I Am An American."

Every school has some interesting features that could be introduced into the program. The last seven lines are to be said in acceleration. Accenting is the key to keeping the voices together. Give the verse-choir a trial!

* * *

Teacher Centenarian

F. S. Copeland, Porterville

ONE hundred years ago, December 20, 1841, while a great economic catastrophe gripped America, the dread shadow of slavery was beginning to darken the land, and the wisest of statesmen could look forward with only sad foreboding to the uncertain future of the country, there was born in Winthrop Village, Maine, a girl, Jessie Helen Wing.

Her childhood and youth were uneventful, being the activities of the young people of that time, helping a frail mother with the hard and ceaseless tasks of early-day households. In 1868 she graduated from Kents Hill Seminary, an early Methodist institution.

She began to teach before completing her course, going from one district school to another, winter and summer, until in 1870 Jessie Wing came to California, over the newly-completed Union Pacific Railway, to live with a cousin in Plumas County, at the mining-town of La Porte.

That spring she began teaching at St.

Louis in Sierra County, and later at La Porte, Poker Flat, the Pioneer district near Quincy, and in Sierra Valley.

On March 9, 1874, she married Henry Stiner, a cattleman and dairyman of Sierra Valley. In the next 9 years she had five children, one daughter and four sons. Meanwhile, she was teaching in the Island and Summit districts of Sierra Valley. In 1883 the family moved by wagon to Eagleville in Modoc County, because of her husband's health. There she taught in the Owl Creek district school for seven years. She made her home at Owl Creek for about 40 years until her husband's death in 1921.

Mrs. Stiner was the first president of the Eagleville WCTU (1896). She was the neighborhood nurse and Sunday school teacher, besides having other people's children in her family. With her husband she made an extended visit in Southern California in 1910-11, saw the World's Fair in San Francisco in 1915, and spent seven winters in Porterville. Since 1922 she has made her home with her daughter, Ina Stiner, of Porterville.

Such are the prosaic outward facts of a rich and colorful life, whose constructive good and spiritual attainment are beyond estimate.

* * *

The Alibi

Walter D. Forbes, Instructor, Department of Chemistry, San Francisco Junior College

1. It isn't necessary for me to join the CTA just because 90% of the 42,000 teachers in the state belong to it.

2. I can get all the benefits that the others get and save \$30 in ten years.

3. Just because 10,000 teachers in California had their worthless certificates validated by the Legislature through the efforts of CTA, doesn't interest me. My certificate was probably valid anyway, or the Governor or the President might have made the Legislature correct this serious error!

4. I know that the CTA has battled for years for good salaries, tenure and a sound retirement system, but the State has an old-age pension for everybody that will keep me from starving to death when I'm old.

5. Just because laboring people pay \$8 to \$10 or more per month for membership in their unions is no reason why I should pay \$3 a year for similar representation.

6. Of course I do feel grateful to the CTA placement service; they did get me a good job, but that's their business. I'm a good teacher and the State is lucky to have me.

7. Every year I save \$6 by not belonging

to the CTA, NEA and our local teachers association. That will pay the interest on the lot I bought when the CTA got the minimum-salary law for teachers passed and my salary was raised.

8. Every now and then I can "snitch" a copy of Sierra Educational News and find out what's going on. Only one thing — it gets my "goat" — the queer look my colleagues give me when I explain why I don't belong to the Association. Sometimes I think my alibi isn't so "hot" and I almost feel like I should join the association even if it isn't perfect.

* * *

Typical Teacher's Day

Beatrice Krongold, Teacher, John Muir Junior High School, Burbank, Los Angeles County

IT'S up at seven,
And to bed at eleven;
And between these hours
There towers a day
Filled with a Multitude
Of things,
Of which
No choir
Or Angel sings:
From the yawning commencement
Of Period 1,
The hilarious and various
Game is begun.
Johnny is late;
'The car wouldn't start;
His sad stirring tale
Fails to dent Teacher's heart.
And then there is Bernie —
That's Period 2,
Who with many assignments,
Has nothing to do.
With Period 3
Comes a test and a groan;
"All students must learn
To work on their own."
Papers falter and flutter
From table to floor;
As soon as they're picked up;
They're followed by more.
And so through the day
The troubles increase;
Teacher sees here
No whisper of "peace."
And of all this work
(It's never quite done),
The Teacher still says:
It's really great fun.

* This magazine printed a Revised Nursery Rhyme on Education last June, shortly after the author had received her General Secondary credentials. Her present poem is the hasty work and aftermath of the first month of "real" teaching.

Music Clinic

John W. Farrar, Secretary-treasurer of California School Band, Orchestra and Chorus Association; Head of Music Department, Santa Cruz Senior High School

JOINT meeting of executives of California School Band, Orchestra and Chorus Association and Bay Section of National Music Educators Conference met at the home of Adolph Otterstien, San Jose State College music department head, to lay plans for the annual Music Materials Clinic recently held in San Jose.

The Clinic is an important musical event staged in San Jose Civic Auditorium every December for the purpose of acquainting the public school band and orchestra teachers with the new material on the annual national music lists.

Instrumental instructors of elementary, junior and senior high schools avail themselves of this rare opportunity to become acquainted with festival materials which they will want to use for the annual spring music tournaments and festivals which are held in various parts of the country during April.

High school instructors from various cities in central California bring their outstanding students to participate in the 100-piece band and the 100-piece orchestra, during which time most of the new class C, D, and E national music-list material is given a reading and is lead and heard by the various instructors.

San Jose State College Band and Orchestra perform most of the compositions of the A and B national music-list and this is likewise lead and heard by interested instrumental teachers who attend.

At the executive meeting preparations were made for California State Music Tournament Festival in Santa Cruz, April 25, during which time over 4,000 elementary, junior and senior high school students will participate. This gigantic State Music Festival (no longer a contest) is open and free to the public.

* * *

Cameron Beck

Cameron Beck, lecturer, vocational and industrial consultant, with offices at 2118 RKO Building, Rockefeller Center, New York City, and esteemed throughout California because of his many lecture engagements in this state, will again tour California during January, February, and early March. Anyone interested in making arrangements for Mr. Beck's services may address Earl G. Gridley, CTA Bay Section Secretary, 15 Shattuck Square, Berkeley.



STATE LEADERS RESPONSIBLE FOR MUSIC MATERIALS CLINIC

(LEFT TO RIGHT): Vincent Hiden, first vice-president, California Western Music Educators Conference, McClymonds High School, Oakland; John W. Farrar, secretary and treasurer, California School Band, Orchestra, and Chorus Association, Santa Cruz Senior High School; Charles Hayward, president, California Western Music Educators Conference, Bay Section, Los Gatos High School; John Merton Carlyon, president, California School Band, Orchestra, and Chorus Association, Watsonville High School; Adolph Otterstien, host for Music Materials Clinic, Head of Music Department, San Jose State College.

THERE IS SOMETHING NEW
UNDER THE SUN AND IF
"OLD SOL" LOOKS A BIT
PALE IN OUR CUT IT IS ONLY
BECAUSE HE'S BEEN
LAUGHING SO HARD.
HE'S JUST
READ THE
"LAUGH AND LEARN GRAMMAR."
THE NEWEST, THE MOST
UNUSUAL TEXTBOOK
SINCE MCGUFFY.
YOU CAN'T AFFORD TO MISS IT!

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SAN FRANCISCO, CALIFORNIA

BETTER MANNERS WEEK

E. V. Cain, District Superintendent, Elementary School, Red Bluff, Tehama County

THROUGHOUT the year we observe, apple, prune, peach, conservation, safety, and many other special weeks.

Many of these weeks should be observed every week, not for 7 days out of the 365. Teachers and children of Red Bluff Elementary School felt the same about Better Manners.

The idea started like the small acorn, and before the campaign closed officially the idea had spread into most of the homes in the community, business houses, and theaters. The plan can and will be improved this year, but the Better Manner Week went over so well, and seemed to be so much worth while, some little idea of how it was carried on might be of benefit to other schools and communities.

The teachers first started talking about better manners in their classrooms, a natural place for it to start. Like a prairie fire it soon began to gain headway.

Each child in school made as many suggestions of improved manners as possible, dividing them into three divisions, manners at school, home, and community. The committee of teachers along with some of the older children went through the list of suggested improvements, and from the list, selected a few from each division. A week was set in February, which was about three weeks from the beginning campaign, giving plenty of time to build the idea.

The local paper was most generous with news regarding the week, as well as giving us a short editorial. Posters were made by the children and placed in many of the local business houses, library, and theaters. Notices were sent home by the children. The PTA and local service clubs all cooperated with us in every way possible. Lantern-slides were made and flashed on the walls during relief-periods and noon-time. Ministers in the churches made mention of Better Manners

Week on several occasions to their congregations.

A secret committee was appointed which had representation from the police force, several business houses, library, theater, parents, and school faculty. Their duty was to watch for signs of improvement. Everywhere one looked you were conscious of the Better Manners campaign. The week of February 16 saw the school and community very much aware of Better Manners Week. No reward of improvement was offered to the school-children, as we tried to get them to feel that it was their respon-

sibility, and that we should not be paid to do things that we all should practice each day of the year.

A number of times parents were called by phone and asked if they had noticed any difference in the manners of their child at home, at the table, etc. The reply was most favorable in many of the calls. A number of business-men took time to call the school and report some incident that he had noticed; perhaps it had happened before, but this time he was conscious of the act.

We found there was some carry-over of the idea for several weeks after the campaign was over. This year we hope to carry the idea a little further and make some improvements over last.

Inyo County Skis

J. E. Morhardt, Ski Coach, Bishop Union High School, Inyo County

FOR the third time our high school will hold, on the slopes of the Eastern Sierra Ski Club, the Eastern Sierra Open High School Ski Meet, sanctioned by CIF.

Falling this year on March 29 it will further broaden its scope by having at the same time and place a GAA Ski Play-Day. Events for boys will be cross-country relay race, slalom and giant slalom. All events will be on a team basis and no entrant may sign for more than two. It is hoped to run the entire meet in one day to make it easier for those coming a long distance. Entry blanks will be sent out later but anyone interested may write. Dormitory arrangements will be made as usual for those who bring sleeping bags.

The day will close with a GAA dance at the high school, at which time the medals will be awarded. Awards will be given for girls' events as well.

These are the bare facts concerning a day devoted to a sport which has been rapidly growing lately. Started as a CIF activity in Southern California by Ruth Ewing of Bishop Union High School, each year brings a larger turnout and a better meet. Miss Ewing, head of girls physical education, believes strongly in encouraging individual sports because of the carry-over after school days.

Admitting that skiing is both a difficult

sport to master, costly to start and usually involves transportation for long distances, it still seems wise to start those interested as young as possible. It is too valid an activity to overlook especially in view of its new popularity. Bishop and the Eastern Sierra Ski Club in sponsoring such a meet are working hard to put high school competition on a rational basis.

Great care is taken to provide safety conditions. Concurring with the National Interscholastic Ski Association, 50-second slalom courses will be used this year. Cross-country as a relay will this year guard against the excessive strain sometimes caused by that event. Girls' events will not be in competition with boys', yet will provide plenty of interest.

The meet will be held on treeless, unexcelled slopes where all runs, including cross-country, will be in full view of spectators from start to finish.

Motion-pictures of the first meet two years ago may be obtained free at CIF office, Los Angeles. Pictures for last year may be obtained from Mrs. Dorothy Clara Cragen, Superintendent of Schools, Independence.

* * *

How often have you said, "I can't know a child without knowing his parents"? Dorothy W. Baruch of Broadoaks School of Education, Whittier College, Pasadena, suggests how the teacher can actually work with parents. Her article, Parents and Teachers Work Together, in the December NEA Journal, is the third in a series on mental hygiene, now being featured by NEA Journal.

School Administrators

American Association of School Administrators meets for its 72nd annual convention in San Francisco, **February 21-26**. Education for a Free People is the theme of the 6-day conference.

General sessions are devoted to education and government, morale building, a good neighbor program, education and reconstruction following the war, and education for a free people. The school's responsibility for improving the health and physical fitness of the American people, the subject of the current yearbook is discussed at one of the general sessions.

Thirty-three discussion groups on the problems of school administrators are on afternoon programs. Following the yearbook theme, are a series of study groups on health and safety education. Other topics are character education, civic education for adults, parent education, school forums as a community project, and adjustment of rural schools to present needs. One study meeting is devoted to the work of the Junior Red Cross.

The impact of the present crisis on education will be studied in conferences on school problems in defense-boom cities, Pan-American relations, and an educational program for men returning from military service.

Other topics for consideration include special educational opportunities for gifted children, integration of vocational education with general education, use of radio in education, planning curriculum for the 13th and 14th school years, development of critical thinking in secondary education, vocational training for girls, and guidance and occupational adjustment.

Keep the Pledge. California has promised 1,000 memberships in American Association of School Administrators.

Send your \$5 dues to the membership chairman, Pansy Jewett Abbott, county superintendent of schools, Redwood City, California. Do this today—do not delay—your help is necessary.

* * *

The Board of Education of Albany City School District has established a separate evening high school and has appointed Robert G. Dennis as its first principal. Mr. Dennis has had considerable experience in

school administration. He was for four years the very efficient County Superintendent of Schools of Siskiyou County. After completing graduate work at University of California, Berkeley, Mr. Dennis accepted a position as business secretary in the Albany schools and will fill the high school principalship in connection with his other duties.

* * *

Marin County Teachers Association Bulletin, now in its second volume, is a praiseworthy publication mimeographed by Office Practice Class, San Rafael High School; head of the editorial staff is Hugh Paterson, teacher of orientation, geometry and algebra in that school. Neil N. Cummins, district superintendent of schools, Larkspur, has a lead article on teacher retirement in a recent issue.

* * *

Snow Comrades

To Teachers of Ninth Grade English

LITTLE, Brown and Company have recently published a boys book, *Comrades of the Snow*, by Julian David, that may solve some of the difficulties teachers of 9th-grade English have in selecting books for the non-reading, 14- and 15-year-old, whose vocabulary is on the 7 to 11 age-level, while his interests are those of his own age.

Fourteen-year-old Puggy Joyce, through whose eyes we see the fighting Finns in the first phases of their present struggle against Russia, has adventures enough to satisfy any high school freshman.

He himself is a Californian hailing from David Starr Jordan Junior High School, Palo Alto. The language of the book is simple enough, however, that as one 12-year-old enthusiast phrased it, "You can enjoy the story without having to run to the dictionary to look up every other word."

The book was written by David L. MacKaye, director of adult education, San Jose, on his return from a trip to Scandinavia in 1939. The manuscript was prepared for publication by his wife, Julia Gunther MacKaye, (teacher of word work, San Jose Evening High Schools) who had in mind as prospective readers the type of 9th-grade boy reader with whom she had had experience, struggling through classics such as *Ivanhoe* when their vocabulary-level made such reading a hopeless task. Twenty years of that struggle strengthened her resolve some day to have a hand in preparing material within their reading comprehension.

The name Julian David is a pen-name that combines the first names of the collaborators.

Dr. Claude C. Crawford, professor of education, University of Southern California, Los Angeles, is author of two books for teacher-training courses:

1. *How to Teach*, a text for upper grade and secondary teachers.
2. *The Problems of Education*, a first course for the orientation of prospective teachers. In this book Dr. Crawford is co-author with Drs. Thorpe and Adams, also of USC.

Southern California School Book Depository, 3636 Beverly Boulevard, Los Angeles: \$2.50 each.

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***Note Especially**

Physical science now meets laboratory science requirements for college entrance when offered in the 11th or 12th year.

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TEACHERS ON TRIAL—Dorothy Casebolt testifies on the value of her elementary school education at the 60th annual institute session of Kern County Schools. Moderator on the bench is Dr. Irving R. Melbo, associate professor of education, University of Southern California. "Jurors" including educators and civic leaders are shown at right of stage. Plate courtesy of Leo B. Hart, County Superintendent of Schools

CTA HONOR SCHOOLS

SCHOOL STAFFS ENROLLED 100% IN CALIFORNIA TEACHERS ASSOCIATION.
ADDITIONAL LISTS WILL APPEAR LATER

Southern Section

Imperial County — Bard, Holtville, Niland.

Inyo County — Bishop Union High, *Owenyo.

Los Angeles County — Arcadia: Holly; Bonita Union High, Charter Oak, Claremont City Schools, Compton Elementary Schools, Compton Secondary District: Enterprise Junior High, Lynwood Junior High; Covina Elementary, El Segundo City Schools, Enterprise, Excelsior Union High, Glendora Schools, Jefferson: Whelan; Keppel Union, Lancaster, Monrovia Elementary: Canyon, Ivy, Mayflower, Santa Fe; Mt. View: Ruth Home; Montebello: Bell Gardens Junior High, Fremont, Laguna, Live Oak, Winter Gardens; Norwalk, Pomona Elementary: Alcott, Hamilton, Kauffman, Roosevelt, San Antonio; Potrero

Heights, Redondo Union High, San Dimas, South Pasadena: Marengo, Oneonta, Lincoln; West Whittier, Whittier Union High.

Orange County — Anaheim: La Palma, Washington; Garden Grove High, Magnolia No. 2, Newport Harbor Union High, Newport Beach Elementary, Orange Elementary: Maple; Orange Union High, Westminster, County Superintendent's Office.

Riverside County — Alberhill, Banning Union High, Corona City Schools, Elsinore Elementary, Highgrove, Palo Verde Unified: Blythe Grammar School, Midland, Palo Verde Valley High; Riverside City: Bryant, Liberty, Lincoln, University Heights Junior High; San Jacinto Elementary.

San Bernardino County — Barstow Elementary, Chino: D Street, Primary, Intermediate; Colton: Lincoln, Roosevelt, Washington, Woodrow Wilson; Cram, Cucamonga, Fallsvale, Greenleaf, Oak Glen, Redlands City Schools, San Bernardino City: Arrowhead, Burbank, Cajon, Harding, Meadowbrook, Metcalf; Yucaipa.

San Diego County — Alpine, Chula Vista, Coronado Elementary, Fallbrook High, National City Schools, Pomerado, Southwest Junior High, Vista Elementary, County Superintendent's Office.

Santa Barbara County — Santa Maria Elementary, County Superintendent's Office.

Ventura County — Briggs, Moorpark Elementary, Oxnard High, Santa Paula: Ventura Street; Saticoy.

Bay Section

Alameda City Entirely 100% — Haight, Lincoln, Longfellow, Mastick, Porter, Sadler, Versailles and Washington Elementary Schools, and Alameda High School.

Berkeley — Columbus, Emerson, Jefferson, Lincoln, Oxford, Washington and Whittier-University Elementary Schools.

San Francisco — Edison, Excelsior, Guadalupe, Irving M. Scott, John Muir, Longfellow, Madison, Monroe, San Miguel and Suto Elementary Schools.

Modesto — Enslin, Franklin and Wilson Elementary Schools.

Alameda County Rural — Alviso, Antone, Edenvale, Inman, Irvington, Lincoln, Livermore Elementary, May, Midway, Mission San Jose, Mocho, Murray, Newark, Palomares, Pleasanton, Redwood, Stony Brook, Summit, Valle Vista, Tennyson and Warm Springs.

Contra Costa County — Ambrose, Bay Point, Morgan Territory, Mt. Diablo, Port Costa, Thos. B. Swift Preventorium, Selby, Sheldon, Vine Hill, and Martinez Junior High School.

Richmond — Richmond Union High School and Longfellow Junior High.

Lake County — Blue Lakes, Burns Valley, Cobb Valley, Lower Lake Elementary, Lucerne, Middletown Elementary, Morgan

Steadman's Light Reform Book One

One — 25c, 7 — \$1. This small book starts a revolution in the USE and the STUDY of light, fundamentally and photographically. Mr. M. F. Spurlock, graduate Oil Engineer from Stanford, says: "Mr. Steadman's theory is based on units and is so simple that a child can understand and use it." Students need this natural study plan.

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Valley, Mountain, Upper Lake Elementary, and Lower Lake High School.

Marin County — Black Point, Larkspur, Marshall.

Napa County — Napa City Elementary Schools all 100%.

San Joaquin County — Bruella Union, Burwood, Calla, Castle, Clements Union, Davis, Delphi, Farmington, Glenwood, Houston, Lafayette, Lammersville, Lathrop, Linden Elementary, Live Oak, all Lodi Elementary Schools (Emerson, Garfield, Lincoln and Needham), Lone Tree, New Hope, New Jerusalem, Oak View Union, Ray Union, Ripon Elementary, River, Terminus, all Tracy Elementary Schools (Central, South and West Park), Turner, Victor, Linden Union High, Lodi Union High and Tracy Union High.

San Mateo County — Central and Fremont Schools at Menlo Park, and Jefferson Union High School at Daly City.

Santa Clara County — Alviso, Cambrian, Orchard, Dana Street School at Mt. View, Whisman, and Live Oak Union High School.

Palo Alto — South Palo Alto Elementary.

San Jose — Anne Darling, College Park, Gardner, Grant, Hester, Horace Mann, Jefferson, Lincoln, Lincoln Glen, Longfellow, Lowell, M. R. Trace, Olinder and Washington Elementary Schools, Peter Burnett Junior High, Herbert Hoover Junior High, Theodore Roosevelt Junior High, Woodrow Wilson Junior High, Edison High School and San Jose Technical High School.

Solano County — Benicia Primary and Grammar Schools, Dixon Elementary, Fairfield Primary and Grammar Schools, Rio Vista Elementary, Vaca Valley Elementary, and Armijo Union High School.

Sonoma County — Arcadia, Bloomfield, Delta, El Verano, Green Valley, Guilford, Jenner, Lafayette, Occidental, Potter, Reservation, Steuben, Tule Vista, Wallace, Watmaugh and Petaluma High School.

Santa Rosa City All 100% — Annex, Burbank, Fremont, Lincoln, South Park and Santa Rosa High School.

Stanislaus County — Central, Fairview, Grayson, Hart, Hughson, Jackson, Jennings, Jones, Keyes Union, Knights Ferry Union, La Grange, Laird, McHenry, Mitchell, Monte Vista, Mountain View, Yolo and P Street Schools at Newman, Oakdale, Paradise, Prescott, Rising Sun Joint, Roberts Ferry Union, Rosedale, Shiloh, Stanislaus, Valley Home Joint, Ceres High School and Denair High.

Tuolumne County — Belleview, Big Oak Flat, Corner, Early Intake, Green Springs, Groveland, Jamestown, Phoenix, Poverty Hill, Rawhide, Soulsbyville, Tuttletown, Wards Ferry, Sonora Union High School and Summerville Union High School at Tuolumne. — E. G. Gridley, Bay Secretary.

Central Section

Kern County — Rockpile, Rosedale, Thomas Jefferson at Wasco, Caliente, Blake; Stony Brook and Camp Owen, of Kern County Union High School; El Tejon, McFarland Union, Woody, Delano Joint Union High; Colony School of Delano; Maricopa Unified Elementary, Maricopa Unified High, Randsburg, Vineland, Greely, Old River, Beldridge, Kern General School, Elk Hills, Maple. — A. Ralph Brooding, *secretary-treasurer*, CTA Kern Division, Delano.

Northern Section

El Dorado County — Blair's, Camino, Carson Creek Joint, Cold Springs, Coon Hollow, Fairplay, French Creek, Green Valley, Greenwood, Lake Valley, Latrobe, Mount Aukum, Oak Hill, Placerville, Smith's Flat, Summit, Tennessee, Union, Willow; El Dorado County High School.

El Dorado County — Carson Creek Joint, Coon Hollow, Fairplay, French Creek, Greenwood, Lake Valley, Latrobe, Oak Hill, Placerville, Smith's Flat, Tennessee, Union, Willow, El Dorado County High. — Kenneth W. McCoy, *El Dorado County Superintendent of Schools*, Placerville.

Amador County — Sutter Creek High.

Butte County — Oroville City: Bird Street, Burbank, Eastside; Biggs Elem, Biggs Union High, Thermalito, Brush Creek Emergency, Clear Creek, Union Elementary, Durham.

Colusa County — Maxwell Union High, Williams Union Elementary.

Glenn County — Orland Joint Union High; Willows Union High.

Placer County — Auburn Union Elementary School Primary Building.

Sacramento City — Elementary Schools: American Legion, Bret Harte, Donner, Fremont, Jefferson, Newton Booth, Tahoe, Theodore Judah.

Tehama County — Corning Elementary. — E. P. Mapes, *Secretary*, Northern Section, Willows.

* * *

Childrens Poetry

TEACHERS are invited to send in original poems of children in elementary, junior, and senior high schools to Nina Willis Walter, 70 North Bonnie Avenue, Pasadena, for publication in *Nuggets*, the magazine of poetry by youth. *Nuggets* is the only magazine in America devoted entirely to the publication of poetry by children.

Be sure to write the child's name, home address, age, grade, and school on each manuscript, so that proper credit can be given to the author, and inclose a stamped, self-addressed envelope for reply.

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Nuggets is not connected with any school, but is a general poetry magazine with a national circulation. The subscription rate has been set as low as possible (\$1 a year) so that teachers may use it in the classroom and children may have an opportunity to read the best work of their contemporaries.

* * *

Vital Documents

EDUCATIONAL Policies Commission has issued two highly important publications:

1. A book, *The Education of Free Men in American Democracy*, a program of policy and action to educate the children of America for guardianship and development of a free society, price 50 cents.
2. A bulletin, *Education and the Morale of a Free People*, price 10 cents. Address the Commission at 1201 16th Street, N. W., Washington, D. C.

Every Californian interested in the perpetuation of the Republic and in the welfare of the public schools should read these timely reports by our great national commission.

Understanding . . . LATIN AMERICA

★ **LATIN AMERICAN PILOTS OF DESTINY**, by A. Curtis Wilgus, Ph. D., of The George Washington University: An interpretation of Latin American Dictatorship for the American Reader.

★ **A SPANISH AMERICAN VOCABULARY**, by A. Curtis Wilgus and Truman J. Keesey, Director, Washington, D. C., Branch of the Good Neighbor Forum: Words and expressions used in general conversation.

★ **THE BATTLE FOR SOUTH AMERICA**, by Hans Haas, Ph. D., of the University of North Carolina: Analysis of Nazi penetration in Latin America, and its effect on the United States.

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HANFORD FUTURE FARMERS

HANFORD High School Future Farmers Chapter won First Place in the United States in the 1941 National Chapter contest.

They were selected as one of the four Gold Medal Chapters in the nation.

To be awarded a gold medal emblem of achievement is the highest

honor extended each year by the Future Farmers of America, to the most outstanding chapter of the more than 9,000 local organizations that make up the membership.

Last year the Hanford Chapter won second place in the National Chapter contest and were selected as one of the four Silver Medal Chapters.



There's a Reason, Time and Place
for the daily enjoyment of wholesome

CHEWING GUM

*It's a satisfying treat for all
Besides, chewing benefits your teeth*

It's a pretty howdy-do in this age of Soft Foods that your teeth get so little chewing exercise. Chewing is important to stimulate circulation in your gums and to help keep your teeth clean and fine.

It's *chewing* the Gum which does your teeth good. Chew 5 to 10 minutes at least to get the real benefits.

Everyone likes to chew and millions daily enjoy delicious, wholesome, satisfying Chewing Gum.

"Where" and "When" Chewing Gum is enjoyed depends, of course, on the same good taste and good judgment well-mannered people apply to everything.

**There's a reason, a time and a place for
wholesome Chewing Gum.**

National Association of Chewing Gum Manufacturers, Rosetank, Staten Island, New York

Herman Harper, agriculture director, was elected to the degree of Honorary American Farmer at the recent national convention of Future Farmers of America and received a gold key.

For the past 2 years the Hanford Chapter has been selected, by the State Department of Agriculture Education, as the most outstanding Chapter in California. This is the first time that any Future Farmer Chapter from California has ever won first place in the national chapter contest.

Starting 5 years ago with 5 head of registered Jersey cattle, members of the Hanford Chapter have bred up the largest boy-owned herd of registered Jersey cattle of any Future Farmer Chapter in the United States.

Hanford businessmen have furnished large gold trophies to encourage the members to do outstanding work in connection with their home farm program. Each year these perpetual trophies are awarded to boys doing outstanding home project work on their home farm in agriculture.

The Hanford Future Farmers have been very successful in judging dairy cattle. They have won the National Championship in 1931 and again in 1940; also several state championships in judging livestock.

For the past two years a third of all the Future Farmers from California winning the American Farmer Degree were from the Hanford Chapter. They also had the American star farmer of the Western States and the State champion Future Farmer public speaker.

A Future Farmer Fair is held each year on the high school grounds, with the Hanford Chamber of Commerce furnishing \$100 in cash prizes to the members. A Father and Son Banquet and a Future Barn Dance are two outstanding events held each year.

Officers are: President, Ray McCauley; vice-president, Anthony Azevedo; secretary, Frank Leoni; treasurer, Dick Dooley; yell leader, Gloyd Comfort; reporter, Tommy Hooker; sergeant-at-arms, Vernon Swearingen; official score-keeper, Harry Overman; farm mechanics teacher, S. R. Strader; agriculture director, J. Herman Harper.

* * *

Music in the High School, by Harry Robert Wilson, Teachers College, Columbia University, a substantial praiseworthy text of 448 pages with 60 illustrations and 41 charts, schedules and diagrams, is an effective and concise guide for the teaching and administration of music at the high school level. The author has a rich and varied background for the writing of this book in a greatly neglected field. Published by Silver, Burdett; price \$4.

In Memoriam

William Logan Stephens, age 75, retired dean of Long Beach public schools and city superintendent there for 20 years; an active worker in CTA and known throughout the West and nationally as an outstanding educator.

He was born on a Pennsylvania farm in 1866; his father was a school principal and superintendent. As a child he went with his parents to Iowa in 1872, later entering Northwestern University but compelled to leave because of ill health. Graduating from University of Nebraska, 1889, his first school was on the Nebraska plains 4 miles from a railroad. He rose from teacher to principal to superintendent and served in various Nebraska communities until 1912, when he went to Long Beach. He married in Iowa in 1892 and had 5 daughters.

He held the presidencies and other important positions in numerous state and professional organizations. A forceful public speaker, he was a leading platform orator of Southern California. In Long Beach he saw the public schools grow from an enrollment of less than 6,000 to the present magnificent structure, one of the best school systems in the United States.

Among outstanding achievements made in Long Beach public schools under Mr. Stephens superintendency were the establishing of junior high schools and the junior college; the organizing of the schools department of health and physical education; the founding of the curriculum department and department of research; the developing of adult education; the policy of adapting courses to individual needs and the establishing of experimental and demonstration schools.

Dr. Moisés Saenz, educational leader of Mexico who recently passed away, was well known in California and throughout the United States for his brilliant work in the improvement of the public schools system of our sister republic.

John Collier, Commissioner of Indian Affairs, says of him: "Moisés Saenz had learning, administrative force, a personal force that could be terrific, and infinite charm. His blood was part Indian. His education was taken in Mexico, the United States, and France. The great flowering—the creative period—of Mexican Indian education, 10 or 15 years ago, will always be remembered in connection with his name. Now, when the Indians' horizon is being pushed outward and the wind of the world is blowing across that ancient, reborn horizon, he has passed away."

He visited California on several occasions and was a lecturer at University of California summer sessions. He did much to promote friendly relationships between the

school people of Mexico and of the United States.

In late years he ably represented Mexico as her Ambassador to Peru.—Clara Hinze, Social Science Department, San Jose State College.

* * *

Steadman's Light Reform, Book One, correct exposure—tinting book for all cameras—regular, box and movie—with Azo F1 strips for measuring the light.

This booklet of 16 pages by a widely-known California expert in photography starts a crusade to establish unit-measurements for classes in school which reduce camera exposures to simple arithmetic.

Address the author, F. M. Steadman, Box L, Atascadero; price, one copy 25 cents, 7 copies \$1.

* * *

Central Junior Colleges

FALL meeting of Central California Junior College Association was held in November at Reedley. Member junior colleges are Reedley, Bakersfield, Coalinga, Taft, Visalia, Porterville, Santa Maria, and San Luis Obispo.

The faculty section of the meeting included on its agenda, greetings, California Junior College Federation business, commissioner reports, other reports, and miscellaneous business. The student section included a general meeting followed by sectional meetings in forensics, associated women students, associated men students, and dramatics.

Faculty and students joined in a dinner-meeting followed by a program, highlight of which was the presentation by Dr. Alvin C. Eurich of Stanford University, of the topic, General Education. This presentation was followed by a discussion participated in by students and faculty.

Officers of the Association are: President, Henry A. Cross; Vice-President, Leo Wolfson; Secretary-treasurer, Glenn Pinkham; Commissioner of Forensics, E. J. Taylor; Commissioner of Athletic, B. E. Jamison; Commissioner at Large, Ethel Pope; Associated Men's Students Commissioner, P. F. Wilhelmsen; Associated Women's Students Commissioner, Florence McKinley; Faculty Representative, Wendell Howe; Legislative Commissioner, Grace V. Bird.

* * *

Administering Library Service in the Elementary School, by Jewel Gardiner, librarian, Professional Library, Sacramento, and Leo B. Baisden, late deputy superintendent, Stockton, is an outstanding volume published by American Library Association, Chicago; 175 pages, illustrated with photographs of actual school situations; price \$2.25.

The two widely-known California authors of this highly meritorious book have

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done a distinctive and valuable piece of work of great practical service to principals, teachers and librarians of elementary schools.

* * *

California Joint Committee on Work Experience (Henry A. Cross, of San Luis Obispo Junior College, is chairman) has sent out Interview Schedules to junior colleges and high schools throughout the state. These schedules are being studied and discussed by school people. Some time during the next two or three months, an interviewer will visit the schools and proceed with the work-experience committee in the schools to secure complete schedule data. The State Department of Education is co-operating with this work-experience venture which seems to offer splendid opportunities for broadening horizons of school offerings.

* * *

Consumer Economics Workbook, prepared specially for use with the textbook *Consumer Economics* by Ada Kennedy, assistant professor, Life Science Department, Pasadena Junior College, and Cora Vaughn, guidance director and instructor, Burbank Senior High School, comprising 112 pages, is published by Manual Arts Press, Peoria, Illinois; price 76 cents.

The text and workbook make a well-rounded year's course for the 12th or 13th grade; references listed in the textbook greatly facilitate the use of the workbook.

The projects, problems, and other activities may be done by each individual student or by groups of students working together.

These two talented California teachers and authors are congratulated upon this up-to-date material, so attractively published.

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WE STUDY GREEK MYTHS

Mildred Sobotka, Teacher of English, San Benito County High School and Junior College, Hollister

GEORGE Bernard Shaw was partially responsible. I had been puzzling over a proper "approach" to a much-needed unit on Greek mythology in my junior college freshman English class. How to get the students to suggest the study themselves?

Then, many of them went to see the movie version of Pygmalion. Here was my chance: "What was the original story of Pygmalion?"

And we were launched on our 4-weeks study as eagerly as detectives following clues. We discovered a class set of Max Hertzberg's *Myths and Their Meanings* in the bookroom, so used this as a text.

Recitations were decidedly informal. Students volunteered to re-tell the stories to the class and took delight in modernizing the content. It was surprising how these stories came to life in the 1941 version!

Our school librarian, Beaul Gibbins, entered enthusiastically into a search for material. She compiled a splendid bibliography and provided a mimeographed copy for each student. After a class discussion and a consultation with Miss Gibbins, the students selected fields of interest for further study. They wrote research papers (many of them illustrated) and shared the material with the class in oral talks.

The following topics were chosen: Sophocles, Homer, Shelley, Art of the Ages, Games of Peace, Greek Music, Greek Architecture, the Olympic Games, the Greek Theater, Greek Sculpture, Mythical Solemnities, History of the Greek Drama, Sacrifices of the Ancient Greeks, and Roman Dress.

The wide latitude in the choice of topics allowed the students to correlate their interests with other class work and often with their chosen vocations. For example, the boy who plans to be an engineer chose Greek Architecture and reproduced some fine drawings on the blackboard as he

talked. The girl who is interested in Home Economics chose Roman Dress and amused the class by demonstrating on a volunteer model how the toga was worn!

Each student was asked to hand in a scrap-book. Two main divisions were suggested: (1) pictures, cartoons, advertisements; and (2) references to mythology from the current reading. Some students, naturally, enjoyed this type of activity more than others. I was pleased to accept from the owner the prize scrap-book which I had conscientiously returned.

We tried to keep the bulletin-board attractive throughout the study of the unit. The students used some of their scrap book pages to supplement the pictures which Miss Gibbins had mounted for our use. Some splendid illustrations were also found in my own collection of the *Theatre Arts Monthly Prints*.

The students were not too enthused about a test, but they agreed that we needed some type of check-up on the material covered in class. They divided into groups and made out questions from which the final test was compiled. The divisions were: (1) true-false, (2) multiple choice, (3) completion, (4) short answer, and (5) discussion. Needless to say, after their own thorough preparation, the students did not find the dreaded test difficult.

Valuable Outcomes

One of the most valuable outcomes of the study was the interest shown in passages referring to mythology found in the current reading. The students entered into this "hunting" game with considerable enthusiasm. Some of the references which they contributed were from the following: The Nazarene, Shalom Asch; World's End, Upton Sinclair; Mrs. Miniver, Jan Struther; Sapphira and the Slave Girl, Willa Cather; Foundation Stone, Lella Warren; Trelawny, Margaret Armstrong; Winter in April, Robert Nathan; Excuse It Please, Cornelia Otis Skinner. Several of the passages were read aloud and their significance appreciated for the first time. I feel quite sure that this reading and discussion stimulated the students to wider reading.

That the students really enjoyed the myth study is revealed in a few of the unsigned reactions which were handed in at the end of the year.

1. "This was my first real contact with mythology and I found it very entertaining.

Myths are interesting because they were once the beliefs of a people who lived long ago. Their philosophy of life makes an interesting comparison with ours."

2. "I thought it was fun to go back and read stories which we had read before or which had been told to us. As a youngster, I always did like fairy tales, and the myths were just as appealing to me as fairy tales."

3. "This particular line of work was new and exciting. We gained by it in our library exploration and outside reading. I especially liked to work on the scrap book."

4. "I have found that our mythology study was not only interesting and fun, but valuable. While we were working on the project, I found many references to mythology in both classical and modern literature. I continue to find references in practically every book I read. Now I am able to understand more clearly what the author means in his references."

Thank you again, Mr. Shaw, for Pygmalion!

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* * *

Helping Children Learn

HELPING Children Learn, by Waring and Johnson, a book of 460 pages in heavy paper covers, is published by Cornell University Press, 124 Roberts Place, Ithaca, New York; price \$2.50.

Here is a workbook of practical guidance for teachers and parents of young children, faced with difficult problems of helping children in adjusting themselves to adults and to other children and in developing skills, routines, and methods of dealing with situations and materials.

It does not supply mechanical formulas for dealing with children, but assists the reader to study and know the child and to participate understandingly in his problems. Fourteen chapters treat problems ranging from social adjustments to the learning of habits of hygiene.

* * *

In Berkeley a Citizens Committee on alcohol, tobacco and other narcotics cooperates with Violet R. Ward, supervisor of health and physical education in the public schools.

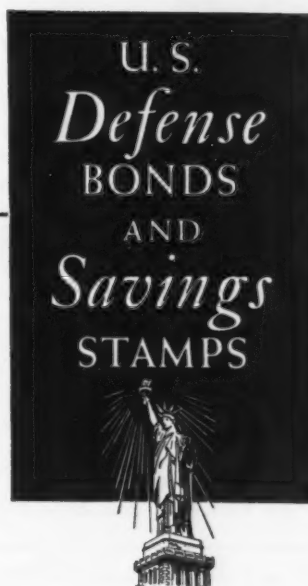
At the February meeting of the committee, Dr. B. W. Black, medical director of Alameda County Institutions, will speak. At a recent meeting, Dr. E. W. Mullen, medical superintendent of Agnews State Hospital, Santa Clara County, spoke on alcohol and its relation to our state institutions.

* * *

On February 3, 1942, the National Lanier Recognition Committee will observe the centenary of the birth of Sidney Lanier. This poet of the Southland, whose home was in Macon, Georgia, and who in a very short life wrote some beautiful verses, was one of the real literary geniuses of America. Elinor Pillsbury, club editor of Oregon Journal, Portland, Oregon, is national chairman of the Lanier Recognition Committee. Any schools which desire material concerning Sidney Lanier's life may obtain information from Miss Pillsbury.

Functions of Business, a text for consumer and producer, by Lloyd L. Jones, Herbert A. Tonne, and Ray G. Price; Gregg Publishing Company; 562 pages; price, \$1.80. A book of the personal-economics type—covers the practical phases of economics and business as they affect the life of the individual. Substantial emphasis is placed on the social aspects of the American system of business. The vocabulary and content are well-suited to the senior high school level. The book contains a wealth of business and consumer projects, and a correlated workbook is available.

The School Follows Through, a post-school adjustment of youth, is a monograph of 164 pages, reporting on the experimental introduction of occupational follow-up procedures in 40 American secondary schools and prepared by the staff of the Occupational Adjustment Study. This is a bulletin of National Association of Secondary School Principals, vol. 25, number 101; headquarters at NEA, 1201 16th Street N.W., Washington, D. C. The bulletin is issued monthly, October to May; \$2 a year. Executive Secretary is Paul E. Elicker. Harry G. Hansell of San Francisco is secretary of the affiliated California organization.



THIS bank's many offices afford convenient facilities for the purchase of U. S. Savings Stamps and Defense Bonds, newly offered by the Government to help defray the cost of national defense.

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Savings Bonds are available in Series E, maturing in ten years, and Series F and G, maturing in twelve years. Approximate investment yields are 2.5% to 2.9% if held to maturity. You may invest as little as \$18.75 or as much as \$53,750.

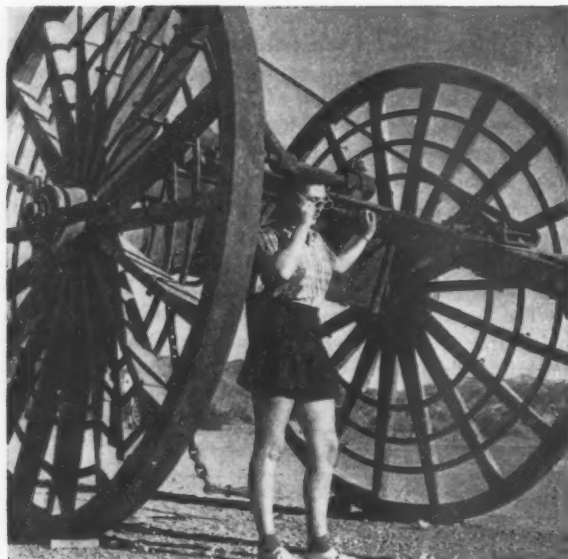
A Government folder, fully descriptive of these Defense Savings Stamps and Bonds, is available at our nearest office.

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This pair of wheels, photographed at Furnace Creek Ranch, is a reminder of the pioneer days when borax was hauled from Death Valley by huge wagons drawn by teams of 20 mules. Old Harmony Borax Works in Death Valley and the \$20,000,000 plant of American Potash and Chemical Corporation at nearby Searles Lake, which supplies about half of the world's borax, afford interesting opportunities to see the changes that have taken place in the production of borax during the past half-century. Plate courtesy of Standard Oil Bulletin.

Death Valley Trip

A. T. Bawden, Chairman, Division of Natural Sciences, Stockton Junior College, and Professor of Chemistry, College of the Pacific

TWENTY THOUSAND people visited Death Valley National Monument during the spring vacation week 1941, many of them as members of trips sponsored by colleges.

One of the best organized and most unique of these expeditions is that conducted by the College of the Pacific. The 10th annual College of the Pacific expedition is of interest to teachers because it is open to them, with or without credit, on a cooperative basis at low cost. So popular has this trip become that it is now necessary to limit the membership to 225 people. Last year many late applicants were disappointed.

The expedition is unique in that the members sleep under the stars in the pure desert air in carefully-selected campsites. Each member brings his own bedroll.

Many people repeat the trip year after year, not only because they want to see new places (the itinerary is changed each year) but because they want to enjoy the thrill of another view of Death Valley from Aguerberry Point or Dante's View, or perhaps, swim again in the beautiful swimming-pool of Furnace Creek Inn, or experience another romantic moonlight stroll on the sand dunes.

But, most of all, it is the comradeship of the campfire meetings held each night with the group

singing, the informal educational talks by members of the staff, and the pioneering spirit of these modern 49'ers as they meet whatever the desert has to offer them from day to day, that makes every member a confirmed "desert rat."

* * *

National Self-Government Committee has as its slogan "the teaching of responsibility by giving responsibility"; Richard Welling is chairman with offices at 80 Broadway, New York City. The committee has issued

numerous helpful publications, free on request, and dealing with student self-government throughout the schools.

* * *

Two Stanford Books

Laura Bell Everett, Berkeley

WARMING Both Hands, the autobiography of Henry Rushton Fairclough, including his experiences under the American Red Cross in Switzerland and Montenegro, is timely in these war days. The foreword is by Dr. Ray Lyman Wilbur, the retiring president, now the new chancellor of Stanford. Teachers with college interests will find here much ripe wisdom on the writer's life at University of Toronto, Johns Hopkins, Harvard, and Stanford University.

Dr. Fairclough was a philologist who wrote on classical subjects and edited many Greek and Latin plays and other texts. He put on at Stanford the Antigone, the first Greek play staged in the West. The pleasing style in which he writes is an argument for the study of the classics. Californians will enjoy meeting the many familiar names.

Teachers will read this autobiography for enjoyment and growth and will look up and read, too, Fairclough's *The Classics and Our Twentieth Century Poets* (1927). Both books are published by Stanford University Press.

Campsite on Kern River near Isabella, in Sierra Nevada Mountains. Two trucks carry kitchen and camping equipment, food, baggage, and bedrolls. Soon after reaching camp a hot meal is ready to be served. The meals are prepared by a trained staff. Plate courtesy of Standard Oil Bulletin.



Books for Youth

Laura B. Everett, Berkeley

THE production of excellent biographies for young people is one of the best movements in writing for juveniles. Walt Whitman, *Builder for America*, by Babette Deutsch, is the winner of the Julia Ellsworth Foundation prize. Readers of any age may enjoy its beauty as a book as well as its interpretation of Whitman. One hundred pages are devoted to "A selection from the poems of Walt Whitman arranged so as to present his own life story, for classroom reading." Julian Messner, publisher; 278 pages; \$2.50.

James Whitcomb Riley, *Hoosier Poet*, by Jeannette Covert Nolan, author of *The Gay Poet*, *The Story of Eugene Field*, is a sympathetic presentation for junior and senior high school ages, of a poet young folks should know and love. A large attractive illustrated volume; Julian Messner; \$2.50.

Haym Salomon, *Son of Liberty*, by Howard Fast, is a treasure among books for the young. Here, delightfully told, is the true story of the Polish Jew who had but two interests in life, to care for his family and to accumulate money which he could loan to Washington to keep the Continental army in the field. Messner; \$2.50.

Alexander Hamilton, *Man of Action*, by Johan J. Smertenko, presents the story of one of the most constructive statesmen to whom we owe our government. The value of such an account to the young person who is studying United States history can hardly be overestimated. The large handsome volume, with its illustrations and attractive end-pieces brings history to life for the young reader. Messner; 336 pages; \$2.50.

Singing Sisters, by Laura Long, tells the story of two poets that all children should know, Alice and Phoebe Cary, whom Whit-tier praised and befriended. Longmans.

Secret of Blennerhassett, by Rupert Sargent Holland, is a well-told story, vividly related, of the Aaron Burr tradition. Young people will get historical atmosphere and interest from it. Farrar & Rinehart; \$2.

Discerning readers who enjoy the novels of John Buchan (Lord Tweedsmuir) late Governor-General of Canada, and who have read *Mountain Meadow* and the newly-republished *Power House*, have probably agreed that Buchan's *Pilgrim's Way* is one of the outstanding autobiographies of recent years. It is a privilege to introduce young people to Buchan through his *Lake of Gold*, written to show how a boy who

does not like history may come to see its beauty and romance. Don, through the magic of the Indian, Negog, sees the early explorers of Canada. Houghton Mifflin; \$2.

Yankee Doodle's Cousins, by Anne Malcolmson, introduces Davy Crockett, Johnny Appleseed, Daniel Boone, and also such characters as Pecos Bill and Paul Bunyan of our folklore. Illustrated. Houghton Mifflin; \$2.50.

* * *

Job Brokers—Unlimited, the need for federal regulation of private employment

agencies engaged in interstate placement (the Tolan Bill, H.R. 5510), is a 16-page bulletin issued by National Child Labor Committee, 419 Fourth Avenue, New York City.

The provisions of the bill by Congressman John H. Tolan of California, for licensing and supervision "would wipe out many of the evils of the unscrupulous fee-charging agencies which, often in collusion with employers, misrepresent working conditions and wages, send workers—even whole families—to non-existent jobs, operate commissaries with exorbitant charges, etc.," declares the Committee.



1942
JANUARY

MEMO
to Mothers and Teachers

There's more work for
you in '42 . . .

new problems, new responsibilities
for you who work with children.

It's up to you to see that no shadow
of things-beyond-their-understand-
ing can trouble little hearts. It's up
to you to make HOME and SCHOOL
warm, friendly places where the
Citizens of Tomorrow can always
be sure of the sympathy and guid-
ance they need.

That's a big job for you in '42 . . . a
job in which Alka-Seltzer will lend
a helping hand. On "off" days when
a headache or nervous indigestion
makes you feel all on edge, isn't it
harder to maintain discipline wisely
and calmly? Of course it is. And
it's harder to answer questions
PATIENTLY when sheer physical fa-
tigue runs your disposition ragged.

On days like that, when these irri-
tating everyday ailments threaten
your ability and your poise, take
Alka-Seltzer. See how soon you'll
be able to cope with the situation
CHEERFULLY! Alka-Seltzer helps
you feel better—FAST!

Alka-Seltzer
AT ALL DRUG STORES

MILES LABORATORIES, INC., ELKHART, INDIANA

SAFEGUARD OUR CHILDREN

SAFEGUARDING OUR HUMAN RESOURCES, THE CHILDREN

Neva W. Hollister, Jackson Elementary School, Fresno; President California Association for Childhood Education

SAFEGUARDING Our Human Resources, the Children, was the theme chosen for 1941-42 by California Association for Childhood Education. Its practical implications are limited only by the vision, understanding and ability of parents, teachers and others interested in the lives of children.

We educators face two futures, one immediate and pressing, the other remote and obscure. The immediate future presents to us problems of sufficient nourishment for normal growth of healthy children, adequate housing with sanitary facilities to insure health, and consumer education to meet rising prices without lowering standards of living.

We are also concerned with legislation to prevent the exploitation of teen-age labor and to insure ample educational appropriations which will prevent retrenchment and resulting curtailment of opportunities for children in school. We know also, that above all, we must build faith and courage in the minds and hearts of little children—a balance which will carry them through the crisis that now faces our democracy.

The other future is concerned with long-term planning for conditions as we now dimly visualize them. Conflicting economic and political systems of today have the future welfare or misery of millions of individuals within their power. We must accustom ourselves to rapid changes and solve new conditions as they arise, with clear thinking, courage and serenity. Peace is not a static occurrence, but an ideal difficult to attain and more difficult to retain. It represents constant struggle, adventure, eternal vigilance and responsibility for one's fellow men. Only by faith, fortitude, labor and self-discipline can we approach and maintain that ideal.

Association for Childhood Educa-

tion has a vital part to play in total national defense. We shall seek intimate and active cooperation with all groups interested in the welfare of children. We will work cooperatively with service, professional, agricultural and business groups and organized labor to insure unity of purpose and economy of common effort. We recognize with increasing clarity, the value of democratic fellowship that comes from working together on a project which reaches the lives of others and improves the welfare of many. Our faith in democracy, its individual and collective rights and privileges, its responsibilities and obligations, must be even stronger than the totalitarian citizen's faith in his new world order.

In no other country in the world, perhaps, are educators as free to meet, discuss their problems and work together as in the United States. Possibly the loss of our present freedom and the substitution of a totalitarian system would bring to those who object to helping support their professional organizations, realization, too late, of the true worth of The American Way.

The American people are the custodians

Neva W. Hollister



of one of the greatest civilizations the world has ever produced. This civilization, with its unparalleled high standard of living, yields rich blessings and the inevitable multitude of inherent problems.

People in the United States are said to own more radios than bathtubs. Many children have their own sets which they can turn on and off at will. Programs, uncensored and undictated, regulated only by a liberal federal commission, can be heard by anyone at any time. *Never before has any generation had the privilege of having news, music, drama and other entertainment delivered into its own households.*

Moving-pictures, along with radio, help to shape the standard of living for millions of people, in manners, morals, interior decorations, fashions, dress, sports and folk ways. The radio, theater, museums, libraries and other repositories of culture have much in common with schools in the teaching of children.

The ability to own and enjoy the luxury of modern conveniences has fostered in the American people an urgent desire for an ever-increasing supply of comforts and luxuries. Installment-plan buying with "easy payments" has made possible the purchase of automobiles, radios, electrical appliances, musical instruments, furniture, machinery and equipment. To make the "easy payments" women in increasing numbers have sought employment away from home in industry, shops, offices, and business houses. The children of employed fathers and mothers have become increasingly the problems of educators.

During the past six months California ACE, comprising 2,500 nursery, kindergarten and elementary teachers, supervisors, principals and superintendents, has been host to two study-conferences. California experienced the inspiration and stimulation of meeting with officers and educators of national renown when the national convention met in Oakland last July.

The Golden Anniversary of the founding of the national Association for Childhood Education will be celebrated in Buffalo, New York, in April, 1942. We hope to have a fine representation at this convention.

At the 18th annual state study-conference meeting in Long Beach, in November, the Association pledged itself:

To work increasingly for the fulfillment of the democratic faith and to emphasize all things which make for democratic living on the child's level.

To ensure the physical welfare of the child through periodic physical examinations, correction in defects, the assurance of adequate rest, nutrition and recreation.

To give expression to patriotism through more effective discharge of responsibility and more active participation in community life.

To stress increased emphasis on learning experiences of the utmost significance in contemporary life and develop studies based on:

- Comprehensive community life.
- Basic human needs.
- Improving of cultural relationship in the Americas.
- Historical appreciation of the American tradition.

To put into daily practice our knowledge of emotional growth and to make increasing provision for school and community agencies to cope with problems of maladjustment.

To support a program in crowded areas of defense industries, which will strengthen and safeguard the rights of young children through provision of adequate housing, nursery schools and kindergartens.

To place increased emphasis on the protection of all children under 16 years of age against exploitation which may result from labor shortages in some communities.

To give increased time to planning and working with parents, in order that home and school together may adopt common purposes essential to wholesome child development.

To support the efforts of other educational groups within the state which are bringing to the attention of the Legislature the necessity of equalizing educational opportunities for all children in California, by establishing a state fund for building and repairing school buildings in districts where schools must be maintained and where the financial ability of the district will not permit of needed improvements.

To support the movement to make kindergarten education an integral part of the elementary schools throughout the state, receiving state support.

Toward the realization of these goals, the California Association for Childhood Education and the State executive board and president dedicate their efforts to Safeguard Our Human Resources, the Children.

* * *

Brotherhood Week

BROTHERHOOD WEEK, February 15-22, is the theme of a special letter by the President of the United States to "men of good-will" throughout the nation. Everett R. Clinchy is president of the Conference with headquarters at 381 Fourth Avenue, New York City.

Sponsored by National Conference of Christians and Jews, "for justice, amity, understanding and cooperation among Protestants, Catholics and Jews," the 1942 national observance will be emphasized in over 2,000 communities throughout the United States, in a concerted effort against the evil forces of prejudice and intolerance.

Physical Science

FOUR Los Angeles school people—Charles H. Nettels, Paul F. Devine, Walter L. Nourse, M. E. Herriott, of the Los Angeles City schools, are co-authors of a splendid big and up-to-the-minute textbook, *Physical Science*, published by D. C. Heath and Company.

The course in physical science, as offered in many high schools today, now meets laboratory science requirement for college entrance when offered in the 11th or 12th grade.

Heath's is a broad-field textbook, drawing upon the fields of astronomy, chemistry, earth science, meteorology, and physics. It is intended for non-college preparatory students and college preparatory students who are not intending to specialize in engineering or one of the scientific professions. It is primarily science for the user, although it gives ample understanding of scientific processes, scientific thinking, and the science of scientists; price \$2.24.

Heath has Pacific Coast headquarters at 182 Second Street, San Francisco; George T. Babcock is Pacific Coast Manager.

* * *

Workbook for use with Democracy at Work, by Fincher and Fraser, is issued by John C. Winston Company, 1006 Arch Street, Philadelphia; price 72 cents; incorporates latest trends in supplementary material for junior-high-school civics, and also offers fun in popular quiz-style for the student.

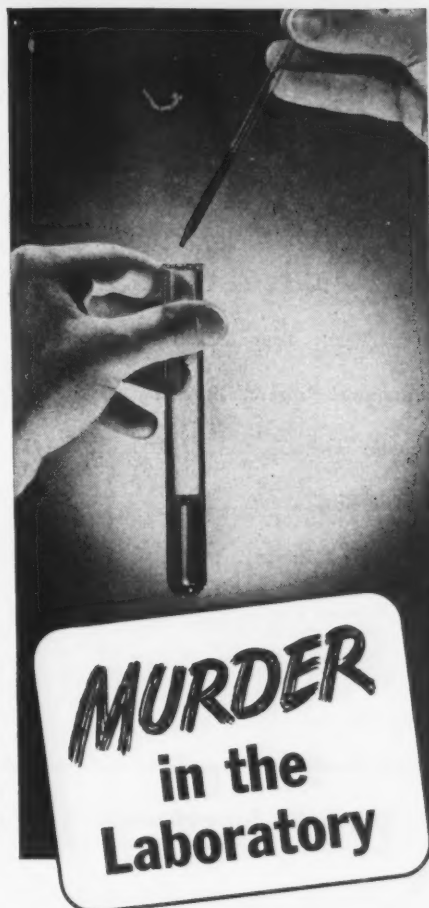
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Vocational Guidance

FOR the first time, the annual national convention of National Vocational Guidance Association will be held in San Francisco, on February 18-20, at Mark Hopkins and Fairmont Hotels.

An important feature of the convention is the inclusion in most meetings of workers in education, employment, industry, social service, other government agencies and other community services, for the purpose of evolving working-plans for unified action.

This convention precedes the convention of school administrators. Reservations may be made by writing direct to Mark Hopkins Hotel, San Francisco, or, if further information is desired, write to Spencer D. Benbow, principal, Merritt Business School, Oakland, California, or to George C. Bliss, coordinator of placement, Oakland Public Schools, Oakland.



"GERM WARFARE" is a daily routine in the Lehn & Fink laboratories. Here millions of dangerous bacterial public enemies are carefully nurtured and propagated to supply germ "guinea pigs" to test the potency of Lysol.

Nothing is left to chance where human life and health may be at stake. This painstaking precaution means that you can always use Lysol with absolute confidence that it will "work" when you need it.

From raw material to finished product—the quality and germ-killing efficiency of Lysol is protected by rigid laboratory tests, under the direction of chemists and bacteriologists.

Due to its concentrated germ-killing strength—Lysol actually costs you less to use than many inferior products. Always insist upon genuine Lysol, the product relied upon in leading hospitals, clinics and homes for more than 50 years.

You are cordially invited to visit the Lehn & Fink plant—in Bloomfield, N. J.—Lysol's most convincing advertisement.

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South Americans

NATIONAL Recreation Association, 315 Fourth Avenue, New York City, issues numerous publications relating to South American music, fiestas, carnivals, games and other forms of recreation. Club leaders, school teachers, recreation workers and others who are eager to introduce the Good Neighbor theme into their programs have had difficulty in finding source material. To help meet this need the Association has prepared numerous materials, including albums of phonograph records. For complete details and prices write to the above address.

* * *

Spanish-American Vocabulary, words and expressions used in general conversation, by Wilgus and Keesey, a useful 24-page leaflet, pocket size, is published by Educational Research Bureau, 1321 M Street, N.W., Washington, D. C.; price 10 cents.

LOOK 10 years YOUNGER

Wrinkles Destroy Loveliness

A FREE booklet sent in plain wrapper tells you how the famous Kathryn Murray 5-Minute Facial Exercises are the easy, natural way to regain young beauty. Simple exercises stimulate circulation; help to eliminate crow's feet, wrinkles, double chin and to make face and neck muscles firm. No straps! No massages! Many women say they look 10 years younger. Proved successful by over 36,000 women since 1912.

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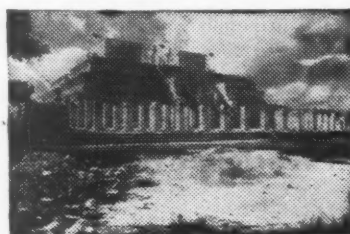
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Ancient Americas

Portrayed in Poster-Stamps issued by
Pan-American Union

ANCIENT civilizations of the Americas, developed in the New World long before the coming of Columbus, are depicted in several of the Know the Americas poster-



stamps issued by Pan-American Union, international organization of the 21 American Republics, with headquarters in Washington, D. C.

Though the culture of the Americas is often considered as an outgrowth of the Old World, the so-called New World is not very new. For many centuries before the voyages of the great explorers there were flourishing civilizations in this hemisphere, the influences of which are present today. Visitors to Peru, Mexico, and other places in South and Central America marvel at the remains of ancient American life, examples of advanced cultures.

Three of the beautifully-colored poster-stamps in the series of 24, vividly portray the ancient civilizations of the Americas. Accompanied by a descriptive album, these stamps may be purchased at the rate of 15 cents for a single set or at 10 cents for 20 or more sets.

The stamps have a definite appeal for the

poster-stamp collector and, with the album which contains pertinent information on the 21 American Republics, have a real educational value.

* * *

Hemisphere Solidarity

Roy W. Cloud

DR. John W. Studebaker, U. S. Commissioner of Education, in cooperation with Federal Security Agency under the direction of Honorable Paul V. McNutt, has issued Pamphlet No. 13 of the Education and National Defense Series.

Its title is *Hemisphere Solidarity*, a teacher's guide on inter-American relations, with special reference to Latin America for senior high schools. The manuscript for this publication was prepared by Dr. C. C. Crawford of University of Southern California, Los Angeles.

It contains material covering the method of teaching hemisphere solidarity, a suggested outline of problems and activities, and economic conditions in the countries under consideration.

Anyone interested in this pamphlet, which is nicely illustrated, may obtain it by applying to Superintendent of Documents, Government Printing Office, Washington, D. C. Other pamphlets of interest to schools are:

What the Schools Can Do, Pamphlet no. 4.
Home Nursing Courses in High Schools, Pamphlet no. 9.

Education Under Dictatorships and in Democracies, Pamphlet no. 15.

Democracy in the Summer Camp, Pamphlet no. 23.

How Libraries May Serve, Pamphlet no. 17.
Price 15 cents each.

* * *

The Children's Party Book, by Mary Breen, an illustrated book of 260 pages, by the author of the highly successful *Party Book*, is a delightful how-to-do and how-to-make book of games, decorations and favors; published by A. S. Barnes and Company, 67 West 44th Street, New York City; price \$2.50.

* * *

National League

NATIONAL League of Teachers Associations. San Francisco Convention headquarters at Hotel Whitcomb. Sunday, February 22, reception at 5 p.m. in headquarters; Monday, February 23, conference at 2 p.m. on teacher education; Tuesday, February 24, breakfast at 8 a.m., Hotel Whitcomb and conference at 4 p.m. on problems in a national crisis. Helen F. Holt, president, 1543-B Santa Clara Avenue, Alameda.

CALENDAR OF COMING EVENTS

January 1-3 — American Association of Junior Colleges; annual convention. Baltimore.

January 8, 9 — Association of American Colleges; annual meeting. Hotel Cleveland, Cleveland.

January 10 — Association for Childhood Education Southern Section; breakfast, 9:30 a. m. at Christian Church, Santa Ana; Orange County ACE is hostess.

January 10 — California Association for Childhood Education, Bay Section, at Claremont Hotel, Berkeley.

January 11 — School Library Association of California Northern Section; book brunch and council meeting, 11 a. m. Womens City Club, San Francisco.

January 17 — Bay Section, California Western Music Educators Conference. 1:30 p.m. Whittier University Elementary School, Berkeley.

January 17 — California Home Economics Association, Bay Section, Home Economics Women in Business Section.

January 17 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

January 24-26 — Child Labor Day; national observance.

February 3 — Sidney Lanier Recognition Day; national observance.

February 4 — National Social Hygiene Day; 6th annual observance, auspices American Social Hygiene Association, 1790 Broadway, New York City.

February 15 — Birthday of Susan B. Anthony; national observance.

February 15-22 — Brotherhood Week; for justice, amity, understanding and cooperation among Protestants, Catholics and Jews; national observance.

February 18-21 — National Vocational Guidance Association, annual convention. Mark Hopkins and Fairmont Hotels, San Francisco.

February 21-26, 1942 — American Association of School Administrators; 72nd annual meeting. San Francisco.

March 7-April 21 — Audubon Wild Life Tours, Palm Springs-Salton Sea; auspices National Audubon Society; address C. A. Harwell, 114 Sansome Street, room 617; San Francisco.

March 14 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

March 14 — Central California Junior College Association; spring meeting. Porterville.

March 18, 19 — Conference on Children and The Theater at Stanford University, co-sponsored by Palo Alto Children's Theater and Department of Speech and Drama of Stanford University.

March 28-April 2 — Music Educators National Conference. Milwaukee.

March 30, 31 and April 1 — California Association for Health, Physical Education and Recreation; annual convention. Sacramento.

April 4 — School Library Association of California Northern Section; book brunch and council meeting, 11 a. m. Womens City Club, San Francisco.

April 6-11 — Association for Childhood Education; annual convention. Buffalo.

April 10, 11 — CTA State Council of Education; annual meeting. Board of Directors and State Committees, meetings. Palace Hotel, San Francisco.

April 15-18 — American Association for Health, Physical Education and Recreation; annual convention. Hotel Roosevelt, New Orleans.

April 25 — California State Music Tournament Festival. Santa Cruz.

May 1, 2 — Roundtable Conference. San Diego State College.

May 1, 2 — American Council on Education; annual meeting. Washington, D. C.

May 2-9 — Eighth Pan-American Child Congress. Washington, D. C.

May 4-6 — Institute for Education by Radio; annual meeting. Deshler-Wallick, Columbus, Ohio.

May 9 — Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

May 9 — School Library Association of California Northern Section; annual spring meeting. San Jose.

May 18-20 — National University Extension Association; annual meeting. State College, Penna.

June 22-27 — American Library Association; 64th annual conference. Milwaukee.

June 28-July 2 — National Education Association; annual convention. Denver.

July 6-17 — National League of Teachers Associations; 17th annual League College. At Colorado State College of Education, Greeley. Address Helen F. Holt, 1543 B, Santa Clara Avenue, Alameda.

July 6-17 — NEA Department of Elementary School Principals; 6th annual conference. University of Colorado, Boulder.

July 8-10 — World Federation of Education Associations; convention. Montreal, Canada.

October — Pan-American Exposition; celebrating 450th anniversary of the discovery of America. Buenos Aires, Argentina.

October 3 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

November 21 — CTA Southern Section Council; regular meeting. Biltmore Hotel, Los Angeles.

California Teachers Association provides placement service for its members at nominal cost.

Address Earl G. Gridley, 15 Shattuck Square, Berkeley, phone THornwall 5600; or

Carl A. Bowman, 408 South Spring Street, Los Angeles, phone TRinity 1558.

How much do you think advertising costs?

100 to 1 your guess is too high!

TAKE, for instance, a widely advertised can of soup which you purchase from your grocer for 10 cents.

Then ask your neighbor how much of that 10 cents goes for advertising. She'll probably say—"Oh, about 1 or 2 cents" or "10 to 20 percent."

That's where you can correct a great American illusion.

The actual cost is only 36/1000 of 1 cent.

But here's something else you can mention.

Actually advertising *absorbs* its

cost because without the wide volume of sales brought about by advertising, the soup *couldn't be sold for 10 cents*. In fact, this soup 15 years ago *cost you 12 cents retail*. Advertising by expanding distribution and increasing sales made economies possible which cut 2 cents off the retail price of soup.

The same economic process works with most articles, autos, soap, cameras, hose, etc.

Advertising is the working man's friend, the low income man's friend because it continually acts to lower the cost of living.

In the long run it actually costs nothing but is absorbed by the economies it makes possible—economies which are passed on to you in the form of lower prices, better value and better service.

What to do!

FIRST—Make advertising your buying guide.

NEXT—When the argument comes up, correct the illusion that advertising *costs a lot* because it *doesn't*. Show them how it lowers prices by expanding sales and effecting the economies of mass distribution.

TYPICAL EXAMPLES OF THE COST OF ADVERTISING

These small sums make mass distribution possible, lower costs of goods to you, the consumer

Fresh Milk	7/100 of 1¢ per quart
Canned Soup	36/1000 of 1¢ per can
Popular Soft Drink	16/1000 of 1¢ per glass
Automobiles	4¢ per dollar of F.O.B. price
Home Furnishings	3¢ per dollar of F.O.B. price
Bed Sheet	(1.75 value) 1¢ per sheet

Tobacco	¼¢ per package
Apples	1¢ per box
Peas & Prunes	75¢ per ton
Oranges	4/10 of 1¢ per dozen
Watches5¢ per \$2 item
Shoes	25¢ per \$10 pair

The INSTITUTE OF CONSUMER FACTS

of the PACIFIC ADVERTISING ASSOCIATION, in cooperation with the following organizations:
PACIFIC COUNCIL, AMERICAN ASSOCIATION OF ADVERTISING AGENCIES